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Churchill's reflection discourse

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Abstract

This study presents the results of a cognitive analysis of Winston Churchill's historical works and memoirs at the textual, lingual and conceptual levels in order to interpret the implicatures of Churchill's reflection discourse. The scope of the present research covers Winston Churchill's historical works and memoirs as one of the most fruitful types of literary text with regard to the realization of reflection, which is organically interwoven into his texts. The study is done by means of complex analysis with the application of discourse, textual, semantic, cognitive, and conceptual analyses. In the process of the investigation, it was found that Churchill's reflection discourse represents a special form of language use that discloses a cognitive personality type, which is characterized by the prevalence of logical, deductive and cause-and-effect reasoning. The conceptual space of Churchill's reflection discourse is constructed as a network model which represents different types of relations among the reflection concepts (subordination, identity, spatial, associative, subjective-and-causative, opposition, causative-and-resultative, attributive, qualitative, attributive-and-possessive, attributive-and-appositive, partitive, functional, reversive-and-functional, paradoxical, and dependency). The verbalization of the reflection concepts actualizes the implicatures of Churchill's reflection discourse and helps determine the dominant messages implied in Winston Churchill's historical works and memoirs.

Key words

Churchill's reflection discourse, discourse analysis, conceptual analysis, cognitive process, reflection concept, frame modelling, implicatures

1. Introduction

The phenomenon of reflection as a property of human thought has been studied since antiquity. Its understanding transformed depending on the change of people's ideas of self-perception. The first to introduce the notion of reflection were ancient Greek philosophers who understood reflection as a process of introspective analysis of one's own thoughts and feelings or as a practice of self-knowledge. The essence of reflection as an imperative of self-examination was argued by Socrates. Plato (1997) believed that reflection was a way of finding the truth about human existence and a means of achieving moral balance. Aristotle (1976 [350BC]) considered reflection as a form of consciousness, as contemplation or awareness of oneself. In the philosophy of the Enlightenment period, the notion of reflection was used to explain the process of integrity and development of man as a personality. John Locke (1985 [1721]), for example, defined reflection as the analysis of human mental activity. The phenomenological idea of reflection is that an individual reflects empirical experience, then

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interprets and generalizes this experience to develop a self-understanding and self-disclosure (Fenwick, 2001).

The role of reflection in the intellectual development of an individual was first analysed by Dewey (1933) who viewed reflection as a dynamic intellectual and emotional process, as "an active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (Dewey, 1933, p.118). Developing Dewey's idea, Rodgers (2002) distinguished six criteria that represent the nature of reflection, three of which are relevant to our study: 1) reflection as a meaning-making process; 2) reflection as a systematic and rigorous way of thinking; 3) reflection as a set of attitudes.

In the context of modern cognitive psychology studies, reflection is treated as a mental process that turns experience into knowledge. Contemporary scholars (Heyler, 2015; Steven and Cooper, 2017) view reflection as a form of mental processing of information that involves focusing on past experience as well as interpretation and evaluation of past practice. They declare that people instinctively reflect on events to better comprehend what has happened and make the most of them.

In some literary studies (Koopman and Hakemulder, 2015), it is claimed that there is a certain correlation between reading and reflection due to the potential of literature to evoke contemplation. It is stated that the reader's self-reflection is triggered by the combination of aesthetic emotions and outliving the narrative. Some researchers (Nurhamidah, et al., 2019) argue that writers may reflect themselves, or in other words, involve in one of the characters they have developed in the novel. Other researchers claim that the phenomenon of reflection/self-reflection is explored as an umbrella term (Santovetti, 2015) that encompasses metanarration (Meretoja, 2016). Reflection is defined as the author's reflection on the process of narration and metafiction (Klinkovitz, 2017; Tykhomyrova, 2018), which refers to the "constructedness of the narrative" (Neumann and Nünning, 2012), that is, the author's reflection on the fictional nature of the text. A few literary critics assert that metafiction may also refer to special literary devices such as intertextuality, parody, digression, metaphors, narrative embedding, and metalepsis (Hanebeck, 2017). Worthy of attention is also the idea of reflexivity as a crucial trait of cultural production (Lippert and Schmid, 2019).

In the philosophy of language, the problem of reflection was firstly identified by Humboldt (2019 [1795]) who emphasized the essence of thinking as reflection. As a property of human thinking, reflection has a close connection with language. Saussure (2011 [1916]) argues that speech is an individual act of will and reflection; hence a language system has the means of expressing reflection.

In linguistics and cognitive studies, reflection is highlighted as one of the principal phenomena (Davidson, 1989; Shane, 2005; Frankish, 2009; Evans and Stanovich, 2013; Alos-Ferrer, et al., 2016; Stephens and Tjøstheim, 2020) and is identified with such notions as "evaluation", "interpretation", "comprehension" and "reasoning". It is viewed as a fundamental aspect of linguistic consciousness which correlates with the subjective representation of the external world. Some linguists (Frankish, 2010; Stephens and Tjøstheim, 2020) state that reflection involves specific functions, such as activation of inner speech, inner dialogues, reasoning processes, information manipulation, decision-making and self-awareness, the ability to connect mental images to language, and discern visual semantics. It is also argued that reflection frequently adds reliability through generalizability, flexibleness, and creativity that is helpful in newly experienced situations (Stephens and Tjøstheim, 2020).

A review of theoretical sources on the problem of reflection proves that reflection is interpreted in a broad and narrow sense, but what is common is that all scholars recognize reflection as a phenomenon that represents the specificity of human thinking/consciousness, namely, the ability to comprehend, plan, predict and evaluate. The current issues of reflection have been widely covered in the humanities, especially with the increasing research interest in cognitive processes. However, the discourse of author's reflection is not investigated from a cognitive perspective, although the problem of author's consciousness is explored in the works of Bakhtin (1986 [1923]); Vacen (2015); Lodge (2018) and others. Thus, the most challenging appears to be the study of the cognitive processes of reflection formation in the author's discourse and the ways the author perceives, comprehends and interprets the world around him.

The **aim** of the paper is to reveal the cognitive processes of formation of Churchill's reflection discourse by analysing his historical works and memoirs at the textual, lingual and conceptual levels and reveal the implicatures of Churchill's reflection discourse by reconstructing the reflection concepts and modelling the network of the conceptual space of Churchill's reflection discourse.

The present paper is the continuation of our previous research work (Bazylevych 2013; 2014; 2015). Since then, the research has been widened to include the notion of the reflection concept as well as some additional material, and methods have been applied to study the reflection discourse from a cognitive perspective (Nikonova and Boyko, 2019).

2. Material and methods

The books *The Story of the Malakand Field Force*, *The River War*, *The World Crisis, 1911-1918*, *The Gathering Storm*, *Their Finest Hour*, *The Grand Alliance*, *The Hinge of Fate*, *Closing the Ring*, and *Triumph and Tragedy* by Winston Churchill, a prominent British leader who was awarded the Nobel Prize for his literary works in 1953, supply the **material** for our investigation. Reflection as an indispensable element of Churchill's literary creativity is organically interwoven into the historical and memoir texts.

The **units of analysis** are verbal markers of reflection, among which we distinguish direct verbal markers of reflection (primarily, verbs denoting mental activity processes in their direct meanings and other evaluative-and-descriptive lexical units denoting mental activity processes) and indirect verbal markers of reflection (syntactic expressive means and lexical stylistic devices, which denote mental activity processes indirectly).

The **hypothesis** of the research is as follows: the cognitive processes of the discourse formation actualized at the textual, lingual and conceptual levels in the historical works and memoirs by Winston Churchill determine the formation of Churchill's reflection discourse. To reveal the specificity of the author's reflection activity it is necessary to apply the methods of discourse analysis, linguistics and cognitive linguistics (Nikonova, 2019), which become of paramount importance in the process of the reader's/interpreter's decoding and interpretation of the implicatures of Churchill's reflection discourse. Such an integrated approach to the study of Churchill's reflection discourse requires a step-by-step analysis of Winston Churchill's historical works and memoirs comprising five stages.

3. Stages of analysis

During the first stage of the research, the *discourse analysis* which focuses on both sentence and text levels as well as on the context of the extra-lingual situation (van Dijk, 2012; Manzoor, et al., 2019) and the methods of *cultural, historical and textual analyses* made it possible not only to distinguish the context of the extra-lingual situation into which the political leader's discourse of reflection was immersed, that is, the specificity of the historical, social and cultural period when Winston Churchill lived and worked, but also to study the aspects of Churchill's reflection realization in the textual plane of his historical works and memoirs.

During the second stage of the study, methods of *linguistic analysis*, in particular, *observation* and *description* were used to collect, systematize and classify the verbal markers of Churchill's reflection. *Componential analysis* was used to determine the semantic structure of the selected verbal markers of reflection and to define the type of their meaning – direct or indirect (figurative). *Stylistic analysis* was used to identify the type of semantic transfer in the meaning of the verbal markers of reflection that have figurative meanings.

During the third stage of the research, a combination of the general research methods of *induction* and *deduction*, and the method of *contextual analysis*, were essential for distinguishing the types of reflection-marked contexts, which actualize the peculiarities of Winston Churchill's world comprehension.

Since reflection is carried out within language (Maturana and Valera, 2001, p. 23), verbalized reflection (reflection verbalized by verbal markers of reflection) may be the key to decoding the cognitive processes involved in reflective thinking. That is why in the fourth stage of the research, the methods of cognitive linguistics, namely, the method of *cognitive analysis* of the reflection-marked contexts as well as the method of performing *linguistic and cognitive operations of mapping and frame modelling procedures* were used to explore the cognitive processes of reflection formation (concretization, analysis, synthesis, abstraction, association, comparison, specification and evaluation) in reflection-marked contexts.

The fifth stage of the research was aimed at the reconstruction of the textual concepts of Churchill's reflection – the reflection concepts. The method of *cognitive semantics analysis* was helpful

in distinguishing the key verbal markers of reflection which actualize the 20 reflection concepts of Churchill's reflection discourse in the reflection-marked contexts. Five key reflection concepts of LEADER, CHURCHILL, WAR, WORLD, and GREAT BRITAIN were identified via the method of *quantitative calculation*. The *frame modelling procedures* (Zhabotynska, 2010; Fillmore and Baker, 2012; Uberman, 2018) helped structure the notional layer of the reflection concepts under study. The methodology of *conceptual metaphor theory* (Lackoff, 1980; Morozova, 2017; Kövecses, 2018) was used as a tool for eliciting the conceptual information embodied in the key reflection concepts of Churchill's reflection discourse.

The application of special methods of discourse analysis, linguistics and cognitive linguistics, and the study of the semantics of linguistic signs, can help penetrate into the conceptual sphere of Winston Churchill's mentality for decoding and interpretation of his reflection discourse. The complex analysis with the application of *discourse*, *textual*, *semantic*, *cognitive* and *conceptual analyses* of Winston Churchill's historical works and memoirs made it possible to provide insight into the cognitive activity of the author at the textual, lingual and conceptual levels.

4. Results and discussions

4.1 Narrative types of reflection-marked contexts

The results obtained revealed that the historical works and memoirs under consideration represent the textual form of Winston Churchill's reflection. The works under study belong to a syncretic type of text because they combine interconnected heterogeneous elements inherent to both memoir and historical texts. The specificity of information represented in Winston Churchill's historical works and memoirs enabled us to distinguish four main narrative types of reflection-marked contexts (hereafter – RMCs): the **empirical** RMC (historical facts, historical events); the **egocentric** RMC (facts about Winston Churchill's life and his leadership experience); the **reflexive** RMC (the author's reflection on the two previous topics); and the **metatextual** RMC (the author's reflection on his own writing activity).

Churchill's reflection verbalized in his historical works and memoirs is a special type of discourse – a cohesive text actualized under certain conditions and determined by extra-lingual factors (knowledge of the world, thoughts, attitudes, goals of the addressee, etc.), as well as historical and lingual contexts of that age which constitute a special form of language that actualizes the author's cognitive type of consciousness directed to analysis, interpretation and evaluation of historical and socio-political events from the perspective of his experience.

4.2 Cognitive processes of reflection formation

A review of the theoretical literature has revealed that the question of typology of cognitive processes of reflection formation is still ambiguous because different scholars adhere to different points of view. For instance, the cognitive processes of Bloom's (1976) taxonomy of reflection, among other components (knowledge, comprehension, application), also include *analysis*, *synthesis* and *evaluation*.

The basic processes of reflective practice outlined by Roth (1989) can be summarized as follows: *questioning* what, why and how we/people do things; *asking* "What if …?", *generating* choices, options and possibilities; *comparing*, *analysing* and *synthesizing*.

Gibbs's (2001) reflective cycle besides the explanation of a person's experience, thoughts and feelings about their practice, incorporates *evaluation* of the experience, both good and bad, and *analysis* to make sense of the situation. Bizayeva (2004) gives a broader classification. She distinguishes such cognitive processes of reflection as *focusing*, *analysis*, *synthesis*, *association*, *evaluation*, *prediction* and *construction*.

Vos and Cowan (2009) argue that reflection entails creative *generating* or *synthesizing* a question or a problem. Despite the differences in interpreting cognitive processes of reflection formation, most researchers agree that the main cognitive processes of reflection discourse formation are *analysis*, *synthesis*, *comparison* and *evaluation*.

Following the opinion that it is impossible to get into the essence of an object/phenomenon without *abstraction* (Piaget, 2014 [1977]), we consider it to be one of the cognitive processes of reflection activity which allows a person to reveal essential aspects or select only those characteristics which are relevant to the object/phenomenon of reflection.

The abovementioned cognitive processes of reflection formation partially correlate with the structure of reflective thought distinguished by Shermis (1992): 1) awareness of the facts to be analysed and comprehension of their basic ideas and principles; 2) analysis of the constituent parts of the given situation; 3) synthesis of knowledge and ideas for decision-making; 4) evaluation.

4.3 Cognitive processes of formation of Churchill's reflection discourse

The results of the linguistic and cognitive analysis of the RMCs reveal the following cognitive processes of formation of reflection discourse in Winston Churchill's historical works and memoirs.

Cognitive process of **concretization**, which is defined as the return of thought from the general and the abstract to the specific in order to reveal the meaning of a particular phenomenon, is actualized in metatextual RMCs in which the author clarifies the information by giving some additional details (1) or specifies the word, reflecting the linguistic tastes of the time represented (2), e.g.:

(1) *For the German Army "Sea Lion" (against Britain) was now replaced by "Barbarossa" (against Russia)* (W. Churchill, *The Grand Alliance*, p. 37).

(2) *The railway time-tables, or graphics as they were called, <…> were prepared and settled* (W. Churchill, *The Hinge of Fate*, p. 79).

Markers of the cognitive process of concretization in the works of Winston Churchill are both non-verbal means (graphic, e.g. brackets) and verbal means (meta-operators, i.e. words that signal the transition from the level of the text to the level of the metatext). Such meta-operators are phrases *this meant, namely* or phrases with the verbs *call* or *know* in the form of Past Indefinite Active or Past Indefinite Passive, e.g.: *sometimes called, I called, as we called such things later on, as they were already called, the so called, this was called, as these were called, as it was commonly called, what came to be known among ourselves as, which became known as*.

Analysis as a cognitive process involves breaking the idea into constituent parts determining how the parts are related to one another and to an overall structure (Anderson et al., 2001). Analysis is actualized in reflection-marked contexts where Winston Churchill gives his own interpretation of the meaning of some words or word combinations. For example, while reflecting on the meaning of the word "democracy", Winston Churchill represents his own understanding of it:

(3) *The question however arises, <…> how is the word "democracy" to be interpreted? **My idea of it** is that the plain, humble, common man <…> goes to the poll at the appropriate time, and puts his cross on the ballot-paper showing the candidate he wishes to be elected to Parliament – that he is the foundation of democracy. <…>. And **it is essential** to this foundation that this man or woman should do it without fear, and without any form of intimidation or victimisation. <…>. I **stand upon** the foundation of free elections based on universal suffrage, and that is what I **consider** the foundation for democracy. **But I feel quite differently** about a swindle democracy <…>. Democracy **is not based on** violence or terrorism, **but** on reason, on fair play, on freedom, on respecting the rights of other people* (W. Churchill, *Their Finest Hour*, pp. 256-257).

In the given context, the explicit verbal markers of reflection that indicate the cognitive process of *analysis* are: 1) phrases that actualize different stages of the author's mental activity: *my idea of it* (representation of the point of view), *it is essential* (highlighting the main idea), *that is what* (supporting the main idea), *but I feel quite differently* (representation of the attitude to the opposite point of view), *is not based on… but on* (giving arguments that prove the author's point of view); 2) verbs that indicate the mental activity of the author: *stand upon, feel, consider*. While analysing the meaning of "democracy", the author breaks it into five constituent parts – 1) common man, 2) universal suffrage, 3) free elections, 4) freedom, 5) respect of people's rights – which convey Churchill's moral and ethical understanding of the notion of democracy.

Synthesis is a cognitive process of a combination of ideas into a coherent whole which allows the author to supplement or clarify the available information (Wang, 2015), e.g.:

(4) *Spain demanded rectification of the Pyrenees frontier, the cession of French Catalonia (French territory, once historically linked with Spain, but actually north of the Pyrenees)* (W. Churchill, *Their Finest Hour*, p. 464).

In his reflections on the rectification of the Pyrenees frontier, which meant giving French Catalonia to Spain, Winston Churchill synthesizes his knowledge of geography (French Catalonia lies north of the Pyrenees) and history (Catalonia is a historical region of Spain; in the first half of the 12th century, the name "Catalonia" appeared to designate the territory of Barcelona County (North-eastern Spain) and adjacent areas; Northern Catalonia was ceded to France by Spain through the signing of the Treaty of the Pyrenees in 1659).

The cognitive process of **abstraction** is based on the selection of the essential properties of an object/phenomenon. Abstract thinking singles out the rational, logical qualities (Jung, 1990, p. 410 [1921]). Abstraction is actualized in the reflection-marked contexts where Winston Churchill interprets certain phenomena or events, e.g.:

(5) *Great play was made by British Ministers with the German offer to cooperate with us in abolishing the submarine. <…> there was not the slightest chance of other countries agreeing <…>. Who could suppose that the Germans, possessing a great fleet of U-boats <…> would abstain from the fullest use of that arm? I described this view as "the acme of gullibility"* (W. Churchill, *The Hinge of Fate*, p. 126).

In the above given context, Winston Churchill, reflecting on the character of British ministers' cooperation with the Germans in the framework of a submarine destruction programme, identifies a significant condition that made it impossible to implement that programme. Therefore, Winston Churchill calls the intention of the British ministers to support the German proposal as "*the acme of gullibility*", singling out the quality in British ministers as a failure of social intelligence by which they were easily tricked or manipulated.

Association is a cognitive process of forming mental connections between two objects, ideas, or phenomena, one of which acts as an incentive/stimulus, the other arises as a response to a stimulus, e.g.:

(6) *In writing about our hard times we are apt to overuse the word* "*grim*" (W. Churchill, *Their Finest Hour*, p. 320).

The hardships of war (stimulus) made the writer think about the word *grim* (a reaction to the stimulus) which describes the sombre and gloomy mood of many British people. The cognitive process of association is also actualized in the RMCs in which Winston Churchill uses metaphors and personifications for the interpretation of objects of his reflection, e.g.:

(7) *The changing tides of public opinion, the undercurrents of interest and partisanship, the whirlpools of illogical sentiment or ignorant prejudice, exert forces so complex and numerous, <…> that to appreciate them all, and to estimate the effect of each <…> is a task beyond the intellect and industry of man* (W. Churchill, *The Story of the Malakand field Force*, p. 21).

The metaphor *changing tides of public opinion* explicates Churchill's associative understanding of the reflection concept (hereafter – RC) PUBLIC OPINION (*public opinion* resembles a *tide* – a word combination *changing tides* illustrates public opinion as inconsistent and subject to change under certain conditions as the alternate rising and falling of the sea or ocean level caused by the Moon's gravitational pull on different parts of the Earth. The metaphor *undercurrents of interest and partisanship* actualizes such RCs as INTEREST, PARTISANSHIP by referring to the RC UNDERCURRENT because the abovementioned mental states of society are unpredictable. The extended metaphor *the whirlpools of illogical sentiment or ignorant prejudice* represents Winston Churchill's reflection on such RCs as ILLOGICAL SENTIMENT and IGNORANT PREJUDICE which are associated with a *whirlpool* – a rapidly rotating mass of water in a river or sea into which objects may be drawn, thus pointing out their characteristics, such as being distressing and bringing trouble.

The cognitive process of **specification** allows the author to add specific details to the object or phenomenon described, e.g.:

(8) *This "shrill voices", as I called them, were but the unknowing heralds of approaching catastrophe* (W. Churchill, *The Gathering Storm*, p. 62).

The cognitive process of specification, for instance, is traced in the author's interpretation of the RC JOURNALISTS which is represented by the metonym *shrill voices* and the metaphor *unknowing heralds of approaching catastrophe* that actualize Winston Churchill's negative attitude to journalists, people who draw public attention by being too argumentative or critical, and are viewed as messengers of unpleasant news that make it publicly known.

It has also been proved that the cognitive process of specification is also objectified by lexical stylistic devices such as antithesis, a device in which two opposite ideas are put together to achieve a new, specific meaning, e.g.:

(9) *It was a pity that one, thus gloriously free from the ordinary restraining influences of human society, should have found in his own character so little mental ballast. <…> The mortal enemy of the morning had become a trusted ally before the night. The friend he loved to-day he loathed to-morrow* (W. Churchill, *The River War*, p. 15).

The given example represents Winston Churchill's reflection on the character of General Charles George Gordon who had been sent by the British government to Khartoum (in Sudan) with instructions to secure the evacuation of loyal soldiers and civilians. The use of antithesis points out the unbalanced character of the general.

Comparison refers to the basic cognitive processes taking place in the human mind in response to contact with objective reality through the prism of anthrometricity. The process of comparing involves detecting similarities and differences between two or more objects, events, ideas, problems or situations, such as determining how a well-known event is similar to a less familiar one and "includes finding one-to-one correspondences between elements and patterns in one object, event, or idea and those in another object, event, or idea" (Anderson, et al., 2001, p. 75). For example, reflecting on the progress of his radio broadcast, Winston Churchill compares the process of preparation for broadcasting with other activities:

(10) *The broadcast made progress, but original composition is more exhausting than either arguing or fishing* (W. Churchill, *Closing the Ring*, p. 107).

The cognitive process of comparison is also actualized through the lexical stylistic device of simile, e. g:

(11) *The General arrived in Cairo like a whirlwind close behind his telegram* (W. Churchill, *The River War*, p. 35).

While reflecting on the role of General Charles Gordon in the war in Sudan, Winston Churchill compares him to *a whirlwind* thus pointing out the swiftness of his actions.

The cognitive process of **evaluation** is a process of determining or judging the importance, quality or value of something. It is actualized by evaluative-and-descriptive lexical units, e. g:

(12) *In my long political experiences I held most of the great offices of state, but I readily admit that the post which had fallen to me was one I liked the best* (W. Churchill, *Their Finest Hour*, p.25).

In the above given context, the cognitive process of evaluation is actualized by the lexical units *long, most of the great, readily, the best* which determine Winston Churchill's role in British society: a very experienced political leader who was in a position of high power and enjoyed his work.

The cognitive process of evaluation is also objectified by means of exclamatory sentences, e.g.:

(13) *How vain are human calculations of self-interest!* (W. Churchill, *Their Finest Hour*, p, 220).

In the above given example, the exclamation intensifies the negative meaning of the word combination *how vain* which explicitly highlights Winston Churchill's strong disapproval of egocentrism, and his unfavourable evaluation of those people who are motivated by self-interest.

It has been proved that the cognitive process of evaluation is actualized through the lexical stylistic device of epithet, e.g.:

(14) *"How willingly would I have exchanged a full-scale attempt at invasion for this shapeless, measureless peril, expressed in charts, curves and statistics!"* (W. Churchill, *The Gathering Storm*, p. 101).

The epithets *shapeless* and *measureless* represent Winston Churchill's judgment about the type of information that was provided by official documents (charts, diagrams and statistics) about the progress of the war that he had to deal with.

Exploration of the cognitive processes of reflection in the formation of Churchill's reflection discourse has proved that Winston Churchill's reflection cannot be reduced to any one mental process. The author's reflection discourse involves a complex of interrelated cognitive processes, e.g.:

(15) *It cannot be denied that a battle, the climax to which all military operations tend, is an event which is not controlled by strategy or organization. The scheme may be well planned, the troops well fed, the ammunition plentiful, and the enemy entangled, famished, or numerically inferior. The glorious uncertainties of the field can yet reverse everything. The human element – in defiance of experience and probability – may produce a wholly irrational result, and a starving, out-manoeuvred army win food, safety, and honour by their bravery* (W. Churchill, *The River War*, p. 72).

In the given context, the object of reflection is *a battle*. Churchill's reflection on battles is actualized by the verbal markers of reflection which serve as the basis for the reconstruction of conceptual metaphorical schemas via the use of linguistic and cognitive operations of analogous mapping, e.g.: *battle is an event which is not controlled* = BATTLE IS AN UNCONTROLLABLE EVENT, *produce a wholly irrational result, <…> army win* = WINNING IS AN IRRATIONAL RESULT, *the glorious uncertainties of the field can yet reverse everything* = UNCERTAINTY IS A REVERSE MECHANISM, *the human element may produce a wholly irrational result* = HUMAN IS IRRATIONAL UNEXPECTEDNESS, *army win food, safety, and honour by their bravery* = BRAVERY IS A SOURCE OF WINNING.

The abovementioned conceptual metaphorical schemas are the result of the cognitive processes engaged in by the author during his reflection. They are:
1) **concretization** – the author provides specific definitions: battle *is an event,* human *is a producer,* winning *is a result;*
2) **analysis** – the author identifies the constituent components of the RC BATTLE: *climax* (*winning*) – result; *uncertainties* – characteristic feature, *human element, strategy, organization, scheme, troops, ammunition, enemy* – component parts, *bravery* – source of the result;
3) **association** – uncertainty is associated with a mechanism, bravery – with a source.
4) **evaluation** – the author gives characteristics / estimates the battle by using evaluative-and-descriptive lexical units – *an event which is not controlled*; *irrational result*, *glorious uncertainties*;

Let's consider one more example, which represents Winston Churchill's reflection on war:

(16) *The Battle of the Atlantic was the dominating factor all through the war. <…> Amid the torrent of violent events one anxiety reigned supreme* (W. Churchill, *The Grand Alliance*, p.98).

In the above given context, the cognitive process of **association** is objectified by the phrases *battle was a factor, torrent of events* and *anxiety reigned supreme* actualizing mental connections/associations between two domains (the source domain FACTOR and the target domain BATTLE; the source domain TORRENTS and the target domain EVENTS; the source domain RULER and the target domain ANXIETY: *anxiety reigned supreme > anxiety was one who reigned > one who reigned was a ruler*). The cognitive

process of **specification** is objectified by the lexical units *dominating, violent, supreme*, which present specific features of the RCs BATTLE, EVENTS and ANXIETY. The application of linguistic and cognitive operations of analogous mapping help decode the image-schemas: BATTLE IS A FACTOR, EVENTS ARE TORRENTS, and ANXIETY IS A RULER that underlie Winston Churchill's perception of war.

Thus, the cognitive bases of Winston Churchill's reflection are cognitive processes – *concretization*, *analysis*, *synthesis*, *abstraction*, *association*, *comparison*, *specification*, *and evaluation*. The order of their integration depends on the mental characteristics of the individual.

4.4 Reconstruction and modelling of the reflection concepts

4.4.1 The structure of reflection concepts

The use of special methods of *cognitive analysis*, in particular the methods of *semantic and cognitive analysis* and the method of *literary concepts identification*, made it possible to reconstruct the RCs actualized in Winston Churchill's historical works and memoirs. It has been proved that the conceptual space of Churchill's reflection discourse is composed of 20 RCs: LEADER, CHURCHILL, WAR, WORLD, GREAT BRITAIN, EMPIRE, MORALITY, PEACE, SECURITY, EUROPE, GERMANY, AMERICA, JAPAN, ALLY, ENEMY, VICTORY, POWER, HOPE, FAITH and DESTINY. The number of contextual realizations has been used as the basis for establishing a hierarchy of the RCs and distinguishing the key RCs of Churchill's reflection discourse: WAR, WORLD, UNITED KINGDOM, CHURCHILL and LEADER.

Modelling of the key RCs in the form of two-component structures consisting of two layers – notional and image-associative – is caused by two types of information presented in Winston Churchill's historical works and memoirs, namely: content-factual and associative-metaphorical information.

Content-factual information is information about real facts, events, processes, and phenomena created by the author's consciousness in his textual world. It is explicit, easily perceived and objectified by nominative units with direct meanings. For example, the RC WAR is objectified by the direct verbal markers of reflection *conflict, struggle, battle, fighting, offensive, military enterprise, Blitzkrieg, the Blitz, strife, the civil war, the First World War, the Second World War, preventive war, Desert war, river war, a holy war*, which clearly represent the nature of the historical period which includes the years of the life and political activity of Winston Churchill, the era of the 20th century – the era of global confrontation, the epoch of struggle between states and social classes.

Associative-metaphorical information is subjective and conveys the author's individual understanding of the objects of his reflection. For example, indirect verbal markers of reflection, namely, stylistic devices which structure the image-associative layer of the RC WORLD, represent the different ways of Winston Churchill's reflection of the world – metaphorical and metaphtonymic, e.g.:

(17) *The world is presented with that grim spectacle "the strength of civilisation without its mercy"* (W. Churchill, *The Story of the Malakand Field Force*, p. 6).

The conceptual metaphor WORLD IS A GRIM SPECTACLE actualizes cognitive features of the RC WORLD such as *cruelty, brutality, savagery, insincerity, harshness, ruthlessness, rage, inhumanity* and *barbarism*.

In the basis of *metaphtonymic models*, there is an idea of subordination. Subordination is a situation in which a person acts in such a way that reality / the world depends on man's needs, that is, the world is subordinated to the needs of a person: THE WORLD IS SUBORDINATED TO THE STOMACH (18), THE WORLD IS SUBORDINATED TO MORALITY (19), e.g.:

(18) *It is well to remember that the stomach governs the world* (W. Churchill, *The World Crisis, 1911-1918*, p. 153).

(19) *Certainly there was much to fortify the faith of all who believe in the moral governance of the universe* (W. Churchill, *The Grand Alliance*, p. 594).

These metaphtonymic models represent Winston Churchill's understanding of those factors that influence the development of the world and determine its character ("stomach" = physiological needs > "down to the earth", "morality" = spiritual world > "spirituality").

4.4.2 The notional layer of the key reflection concepts

The notional layer of the key RCs has been reconstructed by means of frames. Frames are viewed as mental structures that allow human beings to understand reality (Lakoff, 2001). They are represented by certain catchphrases, stock expressions, keywords, conventional images, and sentences that give thematically emphasizing clusters of facts or judgments (Entman, 1993), play a central role in representing and organizing memories (Barsalou, 1992), and contain some abstract propositional schemas that structure objective information about the RCs under discussion.

To identify the frame we picked out the key facts of the text by considering the point of view, from which the writer examines those facts. Frame slot names were chosen so that someone who understands the frame will be able to see what frame elements refer to, and so that analysts can easily keep in mind what they are looking for (Fillmore and Baker, 2012). The framing words in the text reveal the ways in which the author arranges the situation and makes the reader construct "that envisionment of the text world" (Fillmore, 1982, p. 111).

The Agent / Substance frame (*after* Wendland, 2010, p. 58) highlights information about the object and its properties. It incorporates a set of slots that illustrate essential or specific features of the object/substance of reflection. On the basis of the collected language data, **attribute-value**, **location**, **and existential slots** have been identified**.** For example, the **attribute-value slot** of the RC GREAT BRITAIN includes such lexical units as: *peaceful, careless, alone, anti-militarist, noble, devoid of guile, placid and tolerant, free from wickedness, the greatest military Power in the Continent, united, peace-loving, disarmed, ill-prepared for war, the fortitude of the British people*, which actualize a positive image of the country because Winston Churchill, as a true patriot, loved his country and believed in its greatness. **The location slot** of the RC GREAT BRITAIN is composed of lexical units such as: *island, separated, by seas from Europe, centre,* which actualize objective information about the geographical location of Great Britain. **The existential slot** of the RC GREAT BRITAIN incorporates lexical units and phrasings which structure Winston Churchill's knowledge about the country's way of life in pre- and post-war periods and the dynamics of its position, from weak to strong, in the world war arena, e.g.: *weak, small, foremost, had comfortable life, faced the invasion threat, kept agreement, had a very good run in the leadership, took the more difficult course, single-handed overthrew the aggressor, urged disarmament.*

The Identity frame concerns the ways in which individuals and communities are distinguished by their social relationships with other individuals and communities (Jenkins, 1996). For example, the Identity frame of the RC LEADER consists of five slots:

1) **the type slot** includes information about types of leaders in a society: *chosen leader, party leader, official leader* e.g.:

(20) <…> *loyalty to the chosen leader of the party is a prime characteristic of the Conservatives* (W. Churchill, *The Gathering Storm*, p. 9).

(21) *He had however previously maintained himself as party leader*, <…> (ibid., p. 21).

(22) <…> *as official Leader of the Liberal Party, found it embarrassing to accept the office of Air Ministry* (ibid., p. 11).

2) **the role slot** represents information about the roles that a leader can perform in a society: *a political mentor, a leading figure, a potentate, a lawgiver*, e.g.:

(23) *General Kurt von Shleicher <…> He was the political mentor of the reserved and potentially dominating military circle* (ibid., p. 54).

(24) *He was, as I had addressed him at the time of the fall of France, "the Italian lawgiver"* (W. Churchill, *Closing the Ring*, p. 48).

3) **the governed slot** is the entity that includes those (a person, people, a group / groups) whose actions or beliefs the leader directs in the context of a joint activity or movement: *elite of the country, followers, adherents, companion*:

(25) *He became a leader with adherents.* (W. Churchill, *The Gathering Storm*, p. 101).

4) **the activity slot** refers to the work/actions of a leader to achieve something: toil, exercise absolute control, reign, fight, concert activities of departments, unite, gain, control, demand, conquer, persuade, e.g.:

(26) *I had to toil for many hours* (W. Churchill, *Triumph and Tragedy*, p. 222).

5) **the manner slot** refers to the style or way in which the leadership is asserted: *simple and direct methods of speech, a great deal of self-confidence and resolution, powerful, engaging, gay, precise, sparkling manner, obvious power of decision, dignity, firmness, determined, faithfully, wise judgment,* e.g.:

(27) *I felt that there was a man of exceptional character and ability, with an outlook exactly the line of Anglo-American relations they had developed, simple and direct methods of speech, and a great deal of self-confidence and resolution* (W. Churchill, *Triumph and Tragedy*, p. 548).

The Possession frame constituted by the ownership and inclusion schemas, structures information about the state of owing or controlling something (Zhabotynska, 2010). For example, **the ownership schema** (*Somebody-owner has Something-owned*) of the Possession frame of the RC CHURCHILL, actualised by the slots *power, responsibility, intelligence, support, success, family, contacts,* and *followers,* objectifies Winston Churchill's thoughts on his success as leader of the nation, which was not only based on his material possessions, but also on his ability to hold power and responsibility, and his skills in attracting and inspiring followers. **The inclusion schema** (*Somebody-container has Something-content*) of the Possession frame of the RC CHURCHILL integrates entities such as *emotions, morality, memory, ideas, knowledge, skills, aims, imagination*. It structures information about Winston Churchill as a leader with high moral qualities, great skills in waging war and aspiration for victory, a person who wields considerable power and support both in the family and in the country.

4.4.3 The image-associative layer of the key reflection concepts

The image-associative layer of the key RCs is composed of a set of conceptual metaphors. This layer represents Winston Churchill's figurative perception of the objects of his reflection. For example, in Churchill's reflection discourse war is conceptualized as an entity of nature, and interpreted in terms of animate and inanimate objects: WAR IS A FLOW, WAR IS A TORRENT, WAR IS A CATARACT, WAR IS A VOLCANO, WAR IS A FLAME, WAR IS A TEMPEST, WAR IS A PREDATOR, and WAR IS A TIGER. The analogy between war and strong water streams, natural disasters, and carnivorous beasts implies the idea of destruction and death which they bring about, and disclose cognitive characteristics of war such as *speed, dynamism, unexpectedness, intensity, cruelty, turbulence, anxiety, anger, scorch, wounds, death, destruction,* and *fear,* e.g.:

(28) *They forget that war never stops, but burns from day to day with changing results not only in one theatre but in all* (W. Churchill, *The Grand Alliance*, p. 357).

The image-associative layer of the three key RCs out of the five, namely the RCs GREAT BRITAIN, WORLD and LEADER, incorporates oppositions that represent both positive and negative characteristics. For instance, the image-associative layer of the RC GREAT BRITAIN constructed with conceptual metaphors such as GREAT BRITAIN IS PREY, GREAT BRITAIN IS LIGHT, GREAT BRITAIN IS A SOURCE OF HOPE, GREAT BRITAIN IS A CITADEL actualizes two opposite characteristics of the country, *weakness* and *strength*, which accounts for the fact that on the eve of the Second World War the pacifism of the British people made the aggressors believe that Britain would be easy to conquer, but in the course of the war, the British showed determination, resilience and heroism defending their country and helped other countries to survive, e.g.:

(29) *We are rich and easy prey* (W. Churchill, *The Gathering Storm*, p. 104).

(30) *The citadel of the Commonwealth and Empire could not be stormed…* (W. Churchill, *Their Finest Hour*, p. 406).

The RC LEADER integrates various aspects of the mode of being a leader by incorporating the RC CHURCHILL in its structure and having logical connections with the RCs WAR, GREAT BRITAIN and WORLD that help reveal its meaning. Thus, the key RCs LEADER, CHURCHILL, WAR, WORLD and GREAT BRITAIN structure W. Churchill's interpretation of real world events through the prism of his social experience. They are actualized in Winston Churchill's reflection discourse through a set of logically related propositions that made it possible to reconstruct a model of the conceptual space of Churchill's reflection discourse.

4.4.4 The conceptual space of Churchill's reflection discourse

The conceptual space of Churchill's reflection discourse represents a network model which actualizes different types of relations among RCs that have been extracted from the domain of his historical works and memoirs.

Associative, spatial and functional relations have been traced between the RC EMPIRE and the RC WORLD: GREAT BRITAIN is the EMPIRE of the English-speaking countries, its place in the WORLD is understood by CHURCHILL as a central one. According to CHURCHILL, GREAT BRITAIN is a centre that advocates, controls and protects the existence of the English-speaking WORLD.

There are relations of subordination between the RC ALLY, on the one hand, and the RCs GREAT BRITAIN, EUROPE, and AMERICA, on the other, because the RC ALLY is more general than the other ones as it incorporates the information about all these countries that have agreed officially to support one another during a period of war. There are also relations of subordination among the RC ENEMY and the RCs GERMANY and JAPAN, because they incorporate general information about the militarist countries that launched offensives.

Respectively, relations of opposition are actualized between the RCs ALLY and ENEMY, because in Churchill's reflection discourse they objectify information about countries that stand in opposition: countries that defend peace (ALLY) and countries that are war-mongers (ENEMY).

Identity relations are established among the RCs GREAT BRITAIN, EUROPE and AMERICA, which have the identical target PEACE, as well as identity relations being traced between the RCs GERMANY and JAPAN which had (in the 1940s) the similar target WAR.

The RCs GERMANY and JAPAN actualize subjective-and-causative relations with the RC WAR: GERMANY and JAPAN are countries that started WAR; and the attributive-and appositive relations with the RC GREAT BRITAIN: RCs GERMANY and JAPAN are represented as empires of evil – ENEMY; GREAT BRITAIN is described as an empire that guarantees SECURITY. This information is structured in the **goal slot**: the goal of GREAT BRITAIN is to establish PEACE and SECURITY, and the goal of GERMANY and JAPAN – to seize territories, that is WAR.

There are reversive-and-functional relations between the RCs GREAT BRITAIN / WORLD and the RCs LEADER / CHURCHILL: the LEADER / CHURCHILL acts upon / influences GREAT BRITAIN / WORLD by changing them. In turn, the WORLD influences and changes the LEADER's / CHURCHILL's personality. The RC LEADER represents partitive relations with the RCs WORLD, GREAT BRITAIN and MORALITY: WORLD (Whole) – LEADER (Part), LEADER (Part) – GREAT BRITAIN (Whole), LEADER (Whole) has MORALITY (Part).

In the conceptual space of Churchill's reflection discourse, there are spatial relations between the RC LEADER and the RC WORLD: the leader exists in the world and consecutive relations with the RC POWER: the result of the leader's activity in the world is his power.

There are attributive-and-possessive relations between the RCs LEADER, POWER and IDEOLOGY: the form of POWER in a society depends on what ideology the LEADER adheres to – totalitarian (IDEOLOGY – communism, fascism), or democratic (IDEOLOGY – conception of social action).

The RC LEADER represents causative-and-resultative relations with the RCs MORALITY and FREEDOM: MORALITY affecting the mentality of the LEADER changes his attitude to the WORLD and accordingly to the role of POWER in the WORLD. Since POWER is not the purpose of a LEADER's existence in the WORLD but a means of being a LEADER, POWER provides the LEADER with FREEDOM of action. Between the RCs POWER and FREEDOM consecutive relations are actualized: POWER gives the LEADER FREEDOM to act, thus FREEDOM is the result of the leadership of POWER.

The RC MORALITY actualizes the attributive and dependency relations with the RCs LEADER, CHURCHILL and WORLD: moral CHURCHILL → moral LEADER, moral LEADER → moral WORLD (LEADER as a source of MORALITY). The RC MORALITY functions in Churchill's reflection discourse as a postulate of being a LEADER / CHURCHILL which makes the personality of a LEADER capable of being responsible for his own values and motives of activity, whose social role is consistent with his calling.

The RC CHURCHILL represents an ego-centred layer of information, because Winston Churchill's works of historical works and memoirs are constructed in such a way that his reflection on certain historical, military and political events is viewed through the prism of his own life experience.

It has been revealed that between the RCs LEADER and CHURCHILL, the relations of identity are established: CHURCHILL is LEADER, LEADER is CHURCHILL. They are interconnected and interpreted as "one is identical with the other" and represent a qualitative "one-to-many" relationship that conveys the uniqueness of Winston Churchill's personality (no leader but Winston Churchill held high positions before and during the Second World War, exercising power as President of the Board of Trade, Home Secretary, First Lord of the Admiralty, Chancellor of the Exchequer, Prime Minister and Secretary of Defence, and experienced as many ups and downs as Winston Churchill).

There are dependency and causative-resultative relations among the RCs LEADER, MORALITY, WAR and WORLD: if a LEADER is a militarist, then his goal is to conquer territories and establish a dictatorship, thus the WORLD resembles DRAMA; if a LEADER adheres to moral principles, his goal is to protect the country, to develop the society, then the WORLD is COOPERATION.

The paradoxical relations are actualized between the RCs PEACE and SECURITY: PEACE and SECURITY are equally important for the existence of the WORLD: SAFETY is PEACE, but PEACE, according to Winston Churchill, cannot always be a guarantee of SAFETY (a lack of SECURITY in the international arena threatens the peaceful existence of each country, that is, PEACE in one country cannot guarantee the SECURITY of the whole WORLD, but if collective SECURITY exists, it can be a guarantee of PEACE in the WORLD). In turn, the RC SAFETY actualizes the causative-and-resultative relations with the RC FREEDOM: SAFETY guarantees people FREEDOM of their existence in the WORLD.

Since the peculiarity of Winston Churchill's perception of the world is contrast, it manifests itself in the structure of the RCs under study: a LEADER who is guided by moral principles is a peacemaker, but an aggressive LEADER is a warmonger. The contrasting perception of the RC WAR is actualized through the concept GOAL: if the GOAL of a WAR is the conquest of territories and the establishment of a dictatorship, such a WAR is terrible, ruthless. If the GOAL of a WAR is protection and liberation, then such a WAR is holy and just. The contrastive perception of the RC WORLD is actualized through the concepts DRAMA and COOPERATION: WORLD is DRAMA when people suffer, and WORLD is COOPERATION / TEAMWORK when people support each other.

There are attributive relations among the RCs VICTORY, HOPE and FAITH. In Churchill's reflection discourse, the RCs HOPE and FAITH structure information about his aspiration and capability to derive pathways to the desired goal – VICTORY (both in military operations and politics). Thus during the First World War, after the Gallipoli Campaign proved a disaster, Winston Churchill (The First Lord of the Admiralty) resigned from government and served in the Royal Scots Fusiliers on the Western Front. But his confidence and positive motivational state helped him return to government service later. The RCs HOPE and FAITH also objectify Churchill's reflection on his optimistic state of mind which was based on his expectation of positive outcomes and was a driving force for his continuous victories in life despite some major setbacks.

There are functional relations among the RCs DESTINY, CHURCHILL and LEADER. The RC DESTINY actualizes Winston Churchill's reflection on his unique identity, and his exceptional role in public life and the international arena. Winston Churchill strongly believed that God had a special plan for him, especially in time of war; he was destined to be **the only** LEADER who would unite and save Great Britain from Hitler's military subjugation.

Thus, different types of relations among RCs moulding the contours of the conceptual space of Churchill's reflection discourse, actualize implicatures and help reveal the dominant messages of Churchill's reflection discourse, which can be formulated as follows: *Great Britain as the centre of the English-speaking world is an empire of goodwill, which confronts Germany and Japan, the empires of evil that were embarked on the wrong path of war. The vector of political events could be changed due to the efforts of the mindful personality of the leader, who is destined to be a peacemaker, and has a wider*

aim than increasing his own power. The demands of society are unstable and people may renounce their leader after the victory, but a real leader has the courage to continue his path.

5. Conclusion

Reflection as a property of human thought is closely connected with language. Hence reflection is viewed as a fundamental structure of linguistic consciousness. The complexity of the phenomenon of reflection has determined the use of a cognitive approach which serves as a methodological basis for discursive, linguistic and cognitive scientific paradigms.

The cognitive bases of Churchill's reflection discourse are cognitive processes of discourse formation – concretization, analysis, synthesis, abstraction, association, comparison, specification and evaluation. They actualize a cognitive type of consciousness in the individual directed to analysis, interpretation and evaluation of political events from the standpoint of the social experience of Winston Churchill as the leader of the nation. Churchill's reflection discourse is characterized by his unique use of language and is distinguished by logical reasoning, deep analysis and effective evaluation.

The type of information – content-factual and associative-metaphorical – accumulated in the key RCs of Churchill's reflection discourse was the basis for reconstruction of two layers of the RCs – notional and image-associative. The notional layers structured in the form of frames represent logically ordered objective information about the content and characteristics of the objects of Winston Churchill's reflection. Associative-metaphorical information structured by conceptual metaphors constitutes the image-associative layers of the key RCs.

The conceptual space of Churchill's reflection discourse composed of 20 RCs represents a network model which objectifies different types of relations among RCs (subordination, identity, spatial, associative, subjective-and-causative, opposition, causative-and-resultative, attributive, qualitative, attributive-and-possessive, attributive-and-appositive, partitive, functional, reversive-and-functional, paradoxical and dependency). Various types of relations outlining the contours of the conceptual space of Churchill's reflection discourse actualize implicatures of Winston Churchill's reflection.

The interpretation of these implicatures made it possible to formulate the dominant messages embodied in Winston Churchill's historical works and memoirs. In his reflection discourse, emphasizing the role of *Great Britain as an empire of goodwill in the centre of the English-speaking world*, Winston Churchill gives special importance to *the charismatic personality of a leader* who *effects and changes the course of history*, particularly, to *a moral leader such as* he himself who *controls, protects the world and is always looking for the methods to make the world a better place*.

List of abbreviations

RC – reflection concept
RMC – reflection-marked context

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