Speech Image in the System of Social Relations: About Certain Stages of Linguistic Image-making (as exemplified by Margaret Thatcher’s Oral Activity)

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Abstract

**Objectives:** Our task is to describe the speech component of image structure on the example of an established, conceptually concise image (Margaret Thatcher). **Methods:** Systematization and theoretical understanding of the material. A descriptive method for creating biographical context of understanding Margaret Thatcher's career. Method of diagnostic context, denotative, emotive and structural analysis, semantic differential. Corpus-based and cross-lingual methods. **Findings:** The research of corpus of Margaret Thatcher's texts suggests that Thatcher's speech image is a combinatorial formation based both on the process of the personal potential exteriorization (the image of “the Iron Lady”), and the verbal behavior program setup implementing the communicative ideal of a mother. **Applications/Improvements:** Application of the results includes linguo-pragmatics, political linguistics, sociolinguistics, discourse theory and practice.

Keywords: Discourse, Pragmatics, Speech Image, Speech Portrait, Verbal Behavior Program

1. Introduction

Self-actualization or realization of the individual's internal potential in the system of social relations is one of the basic needs of the individuality. “...It is the desire to become more and more who you are, which is determined by your ability to becoming” 1. To create a favorable image, the generics of 'self', which is formed in the minds of addressees in contact with the image-person is a prerequisite of this socio-psychological process. Despite the relative newness of this category, it is 'inscribed' in the socio-cultural code of humanity at the Game level – one of the most important functions of society. According to Johan Huizing a, the Game is the social space programming, the creation of a specific context for those involved (rules, forms, role distribution); it is symbolic, ritual, aesthetic, and aims at achieving a number of effects – from the psychological (enjoyment) to the pragmatic one2.

Thus, image-making as a process is socially and culturally determined. This is a property of human society, one of the highest forms of the Game, adopted and 'legalized' as an intellectual play, often aesthetically elaborated, well-thought-out and conventional system of interaction between individuals.

The image is a multidimensional phenomenon, which explains the large number of aspects of its studying (philosophical, psychological, social, cultural and other aspects).

However, a goal set or justification of each image consists in the exteriorization of internal resources of the individuality, which is impossible without language expression. Thus, speech is the primary 'form of existence' of the image. This study is focused on the problem of
Speech Image (SI). We understand SI as an ‘image-opinion’ dichotomy that occurs in the psyche of a group of addressees as a result of linguistic manipulation. Its main features are as follows:

• The function of self-presentation. “Communication occurs rather as a demonstration of the senses, far from being intended for the detection and interpretation by the addressee, than information transmission and manifestation of meanings. Virtually any form of behavior – action, inaction, speech, silence <...> may be communicatively significant in a particular situation”.

• The cognitive function involves the use of language for cognition of the world, its categorization and conceptualization, in the process of which a fragment of personal (later – the group) worldview is created. The most important purpose of the language is organization of thinking. As a result of speech and thinking activity the image person creates a certain ‘self-image’, which determines his or her actions.

• The communicative function is focused on the transfer of information, designed to exert an impact on the target audience. This information can be presented in the form of messages, opinions, generalizations, comparisons using various genres.

• The vocative function is a function of the direct impact on the addressees by forming a particular worldview in them.

• The emotive function is focused on expressing the addressee’s emotions and exciting the addressee’s emotions.

• The phatic function establishes and maintains a contact between the communicants, sets the audience for information perception through the use of certain speech passwords and signals (use of appeals, etc.)

• The socio dramatic function implies the ability to manage and control impressions. Such control is carried out by means of verbal and non-verbal means of communication. The image addresser considers each individual action as the design, rather than just the accomplishment.

• The function of social sharing provides a dialogue in which people attach importance to the outside world, seek to interpret the actions of other members of society. Social interaction is a constant exchange of different benefits between the people, and exchange transactions are the elementary acts of public life (the ‘stimulus – response’ scheme). The image is a kind of mark of readiness for the exchange, enrichment with purely social values (wealth, power, career, success).

• The illusive-compensatory function is a process of everyday life ‘compensation’ by means of “myth-making, not breaking, however, the behavioral framework of group roles”.

• The aesthetic function is focused on attention to the form of communication and is implemented in the principle of selecting the verbalization means (the maxim of manner in the typology Herbert PaulGrice).

All these functions interact in the speech image structure; at the same time their combinatorics is carried out in accordance with the situational context and motivation of the person. We understand the motivation as an impetus for action that occurs during comprehension of personal needs.

The speech image should contribute to changing the social role of the person to a more ‘liquid’ one, establishing the person’s authority professionally, accentuating not only its strengths but also the super-task set by this person for oneself. So the speech image should mark the value systems of ethnic community and its culture, to be ‘an indicator of compatibility’ between the transmitted and expected.

Speech image always operates in a particular language community. Speech image components are selected depending on the mentality, value paradigm, expectations and communicative ideals elaborated by the ethnic group throughout its history. To satisfy the expectations of the target audience becomes the main objective of this process. It should be noted that each of the addressees of this audience is a kind of product of their culture and their language; thus, a collective addressee is united by common cognitive base, mental space, verbal behavior.

Margaret Thatcher is an image person that we have chosen for the analysis. The detailed analysis of the speech image-making mechanism required image meeting the following criteria:

• The image should be fixed in the common cultural space that promotes instant recognition and initiation of the ‘associatively lever’ (Thatcher – “Iron Lady”).

• It should be complete. The image of Margaret Thatcher is already accomplished ‘fact of life’; therefore, it is possible to describe all the stages of its creation. Moreover, a vast amount of evaluative material is accumulated,
which enables to correlate the image with subsequent response to it (opinions of the press, supporters and opponents of Thatcher, the circle of persons knowing her, etc.).

- It should feature transnational. The expansive force of Thatcher’s image is obvious; it is recognizable all over the world and nearly everywhere it is evaluated equally.

The image of Margaret Hilda Thatcher, who came into the big-league politics in 1970, initially did not comply with social expectations. Simulation of the respective speech ‘appearance’ became for her a serious campaign, which brought its results despite the network of stereotypes and constraints operating in the UK: those of class (Thatcher comes from the middle class, while the majority of politicians are of the aristocratic origin), gender and the actual political nature.

Language personality of Margaret Thatcher (in particular, its communicative aspect) is of great interest for research on the basis of which it becomes possible to reconstruct the stages of work on the communicative behavior of female politician and to identify definite technologies and means of formation of the ‘Iron Lady’s speech image.

2. Concept Headings

2.1 Speech Portrait of Margaret Thatcher (roberts): the Beginning of a Political Career

We would like to involve the method of biographical description for creating the understanding context of Margaret Thatcher (Roberts) career. Political activities of Margaret Thatcher began with joining the Oxford University Conservative Association (OUCA), and performing the duties of the Conservative Club assistant (distribution of tickets for the meetings, the conservative candidate canvassing, etc.). It is worth noting that in 1943 the country was ruled by the coalition government consisting of several parties. One of the Members of Parliament, Lord William Scott characterized conservatism as ‘a cheap trick’: “The press and the BBC treat us with well-deserved contempt. It seems to me that the Tory party no longer looks like a smoothly running mechanism”.

The Conservative Party was not popular in the university environment; this fact made Thatcher ‘outsider’ to most people around her, who supported the Laborism ideas. Archetype ‘US vs. THEM’ (Insiders vs Outsiders) is one of the basic cultural codes, which is manifested, in particular, in the person’s speech behavior. E.D. Suleimenova noted that axiologically it is interpreted as ‘good vs. bad’, and in this case us is good, and them is bad precisely because of its extraneity. Thus, people around are deceived in their expectations. It should be kept in mind that this makes the perception of the ‘outsider’ deliberately confrontational, as well as the availability of existing gender stereotypes.

Principal of Somerville College Janet Vaughn marked in her memoirs that “politics was not easy lessons for women who studied at Oxford. Margaret Thatcher was not let in the Oxford Union (one of the most significant private discussion clubs in the world), she was even banned from attending Canning Club, depriving her of the opportunity to participate in debates with other conservatives”.

Not only women who would like to participate in the political life of the country, but those simply wishing to get an education were discriminated. Thus, when passing examinations women were sitting in special places, fenced with special screens. Up to 1945, there was not a single woman who was given a full professorship in the Oxford University staff. In 1944, the Oxford Union tabled a question of accepting women as their representatives. Only 24 out of 151 members cast an affirmative vote.

Thatcher’s communicative skills did not deserve high praise from her contemporaries. Thus, Janet Vaughan described it as follows: “I used to entertain the young a great deal, and if I had amusing, interesting people staying with me, I would never have thought really of asking Margaret Roberts because she wasn’t very interesting to talk to, except as a Conservative. Sometimes we happened to talk about politics, but it was impossible to argue with her. She is so steadfast”.

Notice was given to the lack of a sense of humor (which is actually inadmissible for the English linguistic culture), communicative flexibility and neglect of dialogue as a form of communication (for example, in the memories of Margaret Goodrich and BX Plastics employees).

Let us consider the ‘sentinel’ texts of Thatcher’s speeches of the 1945-1959 period. We analyze their textual space in accordance to the denotative model by Teun A. van Dijk. From this point of view each text organized as a complex of situations, that can be used as the “keys to understanding” some implicit meanings. Note that for the
content-related aspect of speech portrait basic concepts (power, people, reforms, welfare, economy, etc.) and a positive assessment of the future (which in the long term is aimed at solving most problems) are relatively constant values.

**Source:** Sleaford Gazette of June 29, 1945.

**Themes:** General elections, Foreign Policy (general discussions), Foreign Policy (Western Europe), Trade, Foreign Policy (the USSR), Commonwealth, Foreign Policy (general discussions), Conservative Party (organization).

“I speak as a very young Tory,” began Miss Roberts, “and we are entitled to speak for it is the people of my generation who will bear the brunt of the change from the trials of the past into calmer channels.”

Miss Roberts said she would speak of home and foreign affairs, but she would leave the personal and deal with foreign affairs first. “I believe that only when national relations are placed on a stable footing can there be any stability in the course of our policy. ‘Germany must be disarmed and brought to justice. I do not mean that they should be deprived of everything but just punishment must be meted out’.

Miss Roberts said that Europe had never been in such a poor position as it was today. There was a lack of everything. It was not possible to be prosperous in this country while there was a shortage elsewhere and to be prosperous and happy in this land until we had helped to put the other European countries back on a wholesome footing. Only when we could trade with other countries could we get back to prosperity. There must be co-operation with Russia and America. That was the only way in which we could maintain peace.

The first public speaking of Margaret Thatcher (Roberts), dated 1945, was devoted to the problems of foreign policy. Introduction of the inclusive pronoun “we” in the first sentence is indicative. Inclusive pronoun produces a ‘broader society’ effect, expressing an individual opinion on behalf of this society, in fact. A similar method is also called ‘creating a positive reference group’ when the addresser formulates a communicative message in such a way as to create the impression in the audience of the existence of a plurality of persons who think and act like this addresser.

It is worth noting the use of speech directives (“Germany must be disarmed”, “punishment should be meted out”, “there must be co-operation”), which express the will of the speaker, while the opinion of the addressee is not taken into account. Actually, these speech actions do not imply verbal response from the addressee (except a signal of understanding and willingness to perform the action). Therefore, we may distinguish monological nature as one of the features of this public speaking, and based on the classification of L.P. Krysin,11 monoglossia, i.e., ‘non-involvement’ of the code switching mechanism which is responsible for variation in speech (communication registers) in the conditions of context. This is explained by the addressee’s age factor (Margaret Roberts was 19 years old at the time of speaking) and the lack of experience in public appearances of such a level.

Of the three main functions of communication distinguished by A.A. Brudnyi12 activation one prevails in the above text (there are also interdictive, which encourages the ban, prohibition, and the destabilizing functions distinguished). Moreover, an implicit directive is ‘deciphered’ behind the explicit challenging non-directive: “It was not possible to be prosperous in this country while there was a shortage elsewhere and to be prosperous and happy in this land until we had helped to put the other European countries back on a wholesome footing.”

This implies: “It will be bad for all of us if we do not take appropriate measures” (a veiled threat as a kind of implicit commissive) and “I strongly recommend that you perform a number of appropriate actions” (hidden deduced directive). The addresser thereby ‘surreptitiously’ appeals to the concept of duty, one of the most significant for the English linguistic culture. Dominance (in status, power, etc.), enabling ‘to patronize’ the weaker persons, be responsible for them is one of the components of the ‘DUTY’ concept. Thus, the stronger person is ‘obliged’ to support the weak one (probably this is due to the religious factor and precept to observe the Christian commandments). ‘DUTY’ in the English linguistic consciousness is closely related to ‘HONOR’ and ‘DIGNITY’.

Thus, Margaret Roberts lays the following implications in her speech: 1) the dominance of the UK over the other countries of Western Europe; 2) focus on the qualities of national character (the comprehension of higher duty, the willingness to be responsible for others, self-respect, honor).

An essential feature of the directive in this case is the status ratio of communicants; the superior gives orders, the subordinate and equal make a request. Consequently, the categorical public statement by Margaret Roberts,
having a status of the 'subordinate' (due to the recent election to the Association, and the fact that she is a woman) was regarded as a request or a recommendation, though an urgent one.

The architectonics of the text at the same time is quite simplified: the narration develops in accordance with a linear composition, i.e., coherently; emotiveness dominates over expressiveness; prosodic and phonational resources are involved only in the final of the speech; there are also no precedent phenomena and the fact of the language game. However, in the description of the 'model of the future', M. Roberts resorted to metaphorical means:

“Government will restore confidence, so that the pound can look the dollar in the face and not in the bootlaces. Today, we choose not just the Government, and it was one of the biggest battles this country had ever known— a battle between two ways of life! One which led inevitably to slavery and the other to freedom! Bird in the cage has food and it has warmth. But what is the good of all that if it has no freedom to fly out and live its own life?”

The addressee involves major British values: freedom (including freedom of choice), independence, lifestyle, resorting to contextual antonymy ‘slavery – freedom’, ‘cell – life’ to create a situation of contrast perception. The communicative component of the speech portrait is equally significant as meaningful one. A politician is often evaluated depending on criteria such as the ability/ inability to speak, the degree of communicative independence, dialogueness/monologueness, observance of the maxim of the information quality (truth/falsity of the said), the presentation technique (aggressive, liberal, etc.)

A set own speech characteristics will be no less important component of the politician's linguistic identity. Let us consider each of them separately. The first of them – the dialogueness/monologueness as the preferred mode, is selected by the politicians for themselves in most cases. The audience certainly positively evaluates the focus on the interactive communication mode. Dialogue is a sign of verbal action and social activity. It should be noted that the early public statements of Margaret Thatcher are characterized by monologueness which is ‘polar’ to the dialogue.

Turning to the circumstances of the election campaign, it should be pointed out that here also, the dialogueness principle is important, if not crucial. M. Roberts demonstrates the ability to speak ‘simply’ in the speech to Bexley Conservative Women.


2.2 Power Politics in the Kitchen

“Don't be scared of the high language of economists and Cabinet ministers, but think of politics at our own household level. After all, women live in contact with food supplies, housing shortages, and the ever-decreasing opportunities for children, and we must therefore face up to the position, remembering that as more power is taken away from the people, so there is less responsibility for us to assume.” In her further remarks, Miss Roberts suggested that the root of our problems lay deeper than economic causes – it was in the lives of the ordinary human being and the declining fundamental decency. “We have got to get back to giving as well as getting,” she said.

“It is an achievement not to be under-rated,” declared Miss Roberts. “When we were given the vote many feminists tended to regard it only as a right, but we have accepted the responsibility that goes with it, and that responsibility has been fulfilled by the women of this country.”

The Key Note

“I believe that personal responsibility is the key-note of the future,” she added, “and I feel that it is one of the chief charges we lay at the door of the present Government that personal responsibility is far less now than before, and something must be done about it. This ‘passing the buck’ attitude of to-day is not the sort of thing which will get us out of the mess we are in, and we, as women, realize it.”

“Most of us,” she added, “are housewives – perhaps the most worth-while occupation in the world – and we are perturbed as to the kind of future offered for our children.

“We cast our votes, sit on councils and other bodies, doing our share to overcome the social ills, and in these days of State assistance let us not forget the tremendous number of children still looked after by voluntary effort, without any assistance at all from the State. May that responsibility and enterprise never die out in this country?”

A vote of thanks to the speaker was proposed by Mrs. Arnott, oldest member of Falconwood Ward Women’s Section, who is 85. A very important component contributing to the speech portrait of the public figure is a semantic role in which this person is represented in the texts describing his/her activities. Co-agent is the most
preferred semantic implementation, considering such features of the English national character, as the rejection of total control and the desire to participate in the political life of the country. From the above text it is clear that M. Roberts sees herself as a co-agent among potential female voters. Pronouns we, our are the most frequently used units in the text. As we have already noted, its inclusive function promotes the formation of ‘fold’ positioning the addressee as ‘one of ...’ a person of the same beliefs, views and social attitudes as the audience (voters). Until the middle of 20th century, functions of women in the British society were limited to housekeeping and child-rearing. Social activity was minimized. This situation began to change only in the 50’s, when the new monarch – Elizabeth II – was crowned in the UK.

M. Roberts chose in her speech the tactics of maintaining significance of collective addressee, emphasizing the importance of the functions performed by women and the huge responsibility they bear to society despite the existing gender asymmetry. In her article pro-feminist article “Women, wake up!” Thatcher (the surname was taken after her marriage in 1951) wrote:

“Women can – And must – play a leading part in the creation of a glorious Elizabethan era! Should a woman arise equal to the task, I say let her have an equal chance with the men for the leading Cabinet posts. Why not a woman Chancellor – or Foreign Secretary?”

The politician’s speech portrait is created by the subjects who are external to this political figure, who correct this person more or less significantly with regard to all the above components, rather than by the politician himself or herself. These commentators are 1) the society through its representatives, 2) the mass media; 3) the politician’s opponents.12

From this perspective, Thatcher speech activity is perceived and evaluated ambiguously. The public speaking in Somerville Hall (1952, see the text above) dedicated to family issues and women’s rights caused the following response:

“Maggie was speaking as Princess Elizabeth. Our generation always laughed at the Princess when she, referring to her family, was constantly saying: “My husband and I”. To our great surprise, Maggie used similar expressions. When she began to express her views on the family and family life in some kind of sanctimonious expressions, we felt very ashamed that we perceive her as one of us.”

Evaluation by Janet Vaughan, Principal of Somerville College, was as follows: “It was terrible! I would never ask her to speak!”14 At the same time, the correspondent “Finchley Press” characterized the public statement of Thatcher (Finchley constituency) like this:

“Speaking without notes, stabbing home points with expressive hands, Mrs. Thatcher launched fluently into a clear-cut appraisal of the Middle East situation, weighed up Russia’s propagandist moves with the skill of a housewife measuring the ingredients in a familiar recipe, pinpointed Nasser as the fly in the mixing bowl, switched swiftly to Britain’s domestic problems (showing a keen grasp of wage and Trade Union issues), then swept her breathless audience into a confident preview of Conservatism’s dazzling future”. Source : (1) Finchley Press, 8 August 1958; (2) (Finchley Times, 1 August 1958).8

Why was response to one and the same speech so different?

Gender roles prescribed to the male and female are important in the perception of the addressee’s speech activity. So, there are the following ‘gender couples’ distinguished: logicality vs. intuitivism, abstractness vs. concreteness, instrumentality vs. expressiveness, power vs. subordination, order vs. chaos, independence vs. collectivity, activity vs. passivity, etc.15

Mixed response to the speech of MT by men and women was determined by the ‘masculine’ style of the addressee’s communication that is acceptable and preferable ‘androcentrical sphere’, but is not supported by women. The negative response on behalf of women can also be explained by the ambitiousness, original female script in the English linguistic culture which was demonstrated in the texts of Margaret Thatcher.

In 1959, Margaret Thatcher was elected a Member of Parliament (together with 24 other women), however she did not have authority with fellow men. “She was an outsider” (a comment by Jim Prior who was elected in the House of Commons together with MT) 6. To overcome the ‘gender discordance’ Margaret Thatcher used verbalization as a tool for the positioning her role in the society. Let us analyze the following text:

Source: ITN Archive: News
Journalist: Neville Clarke
Themes: Autobiographical comments, Autobiography (marriage and children)
David Rose: After an exceptional maiden speech, one daring reporter even asked if she thought she would ever reach the front benches.
Thatcher: Well, I think we’ll just try to be a very good back-bencher first – certainly until these two are a little older, I couldn’t take on any more political responsibilities – these responsibilities are quite enough.

Clarke: Have you been able to combine your political life with looking after a family, running a home?

Thatcher: Well, I mainly do the catering here – I love cooking and I do the shopping, and always a big batch of cooking at the weekend, and of course there are the parliamentary recesses, which coincide with the school holidays, so I can see quite a good bit of the children and take them out, and at half term they come up to the House of Commons and have lunch with me.8

Communicative organization of the text is based on three main registers: reproductive, informative and reactive. Rhematic dominants in the text are dynamic and stative ones. The former is represented in the system of verbs of physical action, activity, movement: cook, take out, see, come up, have lunch, do shopping; the second defines the internal state of the addresser represented by the verb love. The attitude of the subject to the activities described takes the addressee to the level of content-conceptual information communicating the individual author’s understanding of reality and its fragments, their importance not only in the addresser’s life, but also in the social and cultural life of the people, including the relations of psychological interactions between individuals.

Content-conceptual information always requires interpretation and further explication of meaning, which is made possible owing to the ability of language to generate associative and connotative meanings. The concept of connotation covers all the information that is contained in the form in excess of its denotative meaning. The connotation is associated with the background knowledge and is a product of the historical development of words, which accumulates knowledge about the world, and because each ethnic group has the specific knowledge, the connotations of words are specific to each language. Thus, the above action verbs form the semantic field around the core-concept of ‘FAMILY’, not explicitly indicated in the text, but manifesting itself in the form of the deduced knowledge.

Research of the emotive component of English figurative sphere of ‘FAMILY’, undertaken by M.A. Terpak16 showed that in the British society this concept is linked to the concept of deep morality, social stability and peace; in this aspect, the family is almost identical (including associatively) with the concept of home, and in turn, the British associate feeling of warmth, comfort, something close and very personal with home. “This isolation of feelings and space, as confirmed by the analyzed material, is deeply embedded in the mentality of English speakers. The emotive sphere of ‘FAMILY’ concept is positive.

“For an Englishman this enclosed space is a center of the universe, but it is deeply personal, where nobody is allowed to intrude, and interfamilial relations are safely hidden from the prying eyes. Despite the estrangement between parents and children, it should be noted that family ties are strong enough. ’Mother’ is the most important subslot in frame structure of the concept.

Mother 1 n 1) a female parent of a child or animal; 2) the cause and origin, as well as word combinations mother country, Mother Goose, Mother Nature. Meaning of the word ‘mother’ in the framework of this slot can be expanded into the following connotations: mother is primarily 1) a source of life and all the vital for her children, 2) source of strength, energy, kindness, tenderness, care”16

Coming before the public as a loving mother, combining parliamentary readings with family life, MT created a correct image in front of her colleagues, the voters and the press. The issues related to the gender situation in the society were discussed in the article for the Daily Express “What my daughter must learn in the next nine years?” of March 4, 1960.

Here is the text of the editorial comment:

- For every three places that exist in the universities for a boy, there is only one for a girl.
- In 1958, percentages were taken on the academic achievements of the men’s and the women’s colleges at Oxford and the women were clearly in the lead.
- The career period for the average man is considered to be from 30 to 65; for a woman it is from 21 to 28.

“Margaret Thatcher earned the reputation of the most attractive M.P. on the day she was elected (for Finchley, Tory). She made another reputation with a brilliant speech introducing her Admission of the Press Bill. But today she writes not as an M.P. but simply as a mother who has the future of her six-year-old daughter Carol deeply at heart.”

“Girls, far more than boys, have to adapt themselves to changing circumstances. How can I help her to face them?

First I want her to have a good education. There are some things that remain a mystery throughout life unless they are learned at school. And I am determined to teach
my daughter to be a good and economical cook. She loves good food and is always anxious to help with cooking and of course to scrape out the mixing bowl. Thirdly I want my daughter to have a worthwhile career from which she will derive pleasure and satisfaction as well as profit. It is utterly wrong to regard a job as a stopgap between leaving school and getting married. I shall try to persuade her to take a recognized course of training. I do not mean the three or four weeks required to learn modeling, nor the two or three months needed to learn the art of flower arranging.

- I do not even mean a course in shorthand and typing.
- I mean a two or three-year course that will qualify her for a profession like nursing or the law.”

The denotative space of the text is built on the global situation, marked in the title and macro-situations, representing the strategic unity of implementation of the former. The ‘theme of the future’ of the British women acts as a global situation (in this case the introduction of the figure of her daughter Carol into the text is aimed, firstly, at creating the trust effect (own kids are always wished the best), and secondly, at forming a generalizing model). The macro-situations can be designated as ‘EDUCATION’, ‘COOKING’, ‘CAREER’ and ‘JOB’ which, in turn, is presented by micro-situations ‘nursing’ and ‘law’ as the preferred ones and ‘modeling of clothes’, ‘flower arranging’ and ‘ shorthand and typing’ as not the most promising. Woman is evaluated in the text as an independent, educated, able to make good money, be a great hostess and engage in responsible activities (MT deliberately opposes such areas as flower arranging and shorthand to medicine and law).

This text implements the model of the future (informative component of the speech portrait), in which women will occupy a worthy place in the society. Margaret Thatcher positioned herself as a missionary, able to bring the knowledge and the benefit of other people. This thesis can be confirmed by the choice of a ‘reference model’ for herself, which she sounded at the Luncheon dedicated to the Women of the Year (Yorkshire Post, 7 October 1960).

Who else would you be? Women of the Year name their choice!

If you were not yourself, who would, you like to be?
That was the question put to six distinguished women at yesterday’s sixth Women of the Year Luncheon at the Savoy Hotel, London.

Mrs. Margaret Thatcher, the Conservative MP for Finchley:
“I have attempted to choose a person who, although she had great sadness in her life, had what I think I envy most – a sense of purpose.”

The woman with purpose turned out to be Anna, immortalized – if somewhat romantically – in the musical “Anna and the King of Siam”.

“Anna had much of tragedy in her life,” said Mrs. Thatcher, “and that I would not like to share.”

But Mrs. Thatcher admires Anna’s sense of destiny, the way she got her ideas established in Siam, her efforts to stamp out slavery and introduce “the ideas of democracy she had learned in her own country.”

It was a suitable choice for a newly elected MP who has already made her mark in the House of Commons.

The above text takes us to the category of the mission, which is extremely important in the formation of speech image. The mission has sense-making and value-emotional aspects of the development of the individual abilities and enters the intention. All further strategies and tactics are based on a mission (or reference model, capable to realize it). For Margaret Thatcher this model is implemented in the function of enlightenment and progress; thus, there is exteriorization of social and psychological aspirations of the individual, the desired development prospects, self-realization and self-actualization needs.

3. Result and Discussion

In 1961, Margaret Thatcher was appointed in the Ministry of Pensions and National Insurance. Despite successful attempts to create a valence image (the initial stage of image formation), Thatcher’s high-level appointment was perceived by the public as a violation of one of the basic gender stereotypes – a woman’s place in her own house. As a set of stable generalized representations of the group of individuals, the stereotype allows distributing team members in categories and treating them routinely, according to social expectations. Since the patterns are based on lack of information, some of them are false. According to V.V. Krasnykh17 the stereotype has two incarnations – the canon (behavior pattern) and the standard (a set of associative relationships).

These parameters make it possible to “forecast” the behavior patterns of the stereotyped object. The individual determines the attributes of the object, and then
builds his/her behavior towards it. These steps of stereotyping are inextricably linked. For example, a woman in the English linguistic culture is, above all, a wife and a mother (the social role is strictly determined); the scope of her vocational involvement is limited (usually it is a profession with a low degree of responsibility). A woman in politics (note that it is the first really high position for MT) causes a negative reaction from both men and women.

“For Ted and other colleagues, I was something like an “imposed woman”, whose main functions were to explain what the representatives of the opposite sex think on a particular subject.” According to Chris Ogden, Thatcher’s biography researcher, colleagues characterized her negatively: “a devil woman”, “a monster”, “a murderer”, etc.

“It is a pity that such are combination of beauty and intelligence is devoid of ordinary humanity”.18

“Maggie has 99.5% percent of perfection and only 0.5 percent of human warmth.”

“She is fully consistent with the stereotype of an excellent pupil at school. Margaret can read and remember everything in the world, distributing incoming information flow in the cells of her limitless memory. But at the same time she is completely devoid of such an important component, as the imagination. Hermindistotally trivial.”

“She’s a killer: she kills off ideas, reputations and people in her own mind... If you crossed her you would never get a job or a good report. She makes up her mind about someone in ten seconds and then very rarely changes it. At moments I thought she was nothing but ice; I never felt there was any warmth at all”.18 “Her voice sounds like a dentist’s drill.” “How she speaks! I think Maggie does not really understand how irritating her voice is”.

By 1970, Margaret Thatcher became one of the most popular British women. The post-war demographic explosion has led to a sharp increase in the number of students, the reform of the school system of elite private schools and an increase in spending on educational activities. For the first time more funds were allocated for education than defense. The Conservative Party was forced to cut funding for the majority of ministries. On the basis of the analysis of financial statements MT proposed to raise the price of baby food in schools and cancel the issue of free milk for children from 7 to 11. The image of the mother, taking away milk from children, was contrary to human nature for the British.

According to C.G Jung, ‘MOTHER’ is the most important basic archetype, which is associated with such traits as displaying attention and sympathy; the magical authority of femininity; wisdom and elation that spreads beyond the formal logic; any helpful instinct or impulse; all that is called kindness; anything that gives care and support, and promotes development and fertility. The concept of “mother” refers to the dominants of the English linguo-culture. In A. Kirilina’s opinion mother is a symbol of the positive, she guards and protects. From the point of view of the collective “self” the mother is perceived as a source of care and comfort. In English Mother is:

- a female parent of a child or animal;
- The cause and origin [Longman].

The concept of Mother in English linguo-culture contains symbols of life, holiness, eternity, warmth and love. She is attributed spiritual purity, meekness, humility, care and attention to her children.

Cancel of free milk was the violation of not only the gender mission of women in English society, but also an important cultural archetype, one of the key archetypes in the UK biological system.

The Labor Party opposed Thatcher under the slogan “Thatcher – Milk Snatcher!” This is MT opponents’ view of her. However, the other strata of the “collective addressee” are no less hostile: “Is there a grain of truth in information that Margaret Thatcher is really a woman?”

The negative assessment of MT is amplified in subsequent publications by the Sun and the Evening Standard:

“In general, is Mrs. Thatcher a human being? If so, then it is the most unpopular woman in Britain!” (The Sun). “She is not just unpopular; she is disgusting, intolerable and loathsome. Thatcher turned into a target of dirty tricks and brutal verbal attacks” (The Evening Standard).

During her speeches MT faced unprecedented acts of aggression (e.g., in Liverpool she was thrown into by debris). The colleagues at the House of Commons identified Thatcher as a “minister of lost opportunity”, “Mrs. Scrooge” (a precedent name, referring to “A Christmas Carol” by Oscar Wilde; it denotes extreme greed and inhumanity), “dry calculating machine with the head”, “fascist among ministers”, “political corpse”.18

Despite the fact that under the leadership of MT the reconstruction of 2000 old schools has been accomplished, an additional appropriation for the three-year program was received to improve technical and craft establishments, as well as to carry out the construction of
kindergartens in remote areas of the country, she continued to be perceived negatively.

“...In dealing with people, she seemed like a bulldozer. More subtle methods would bring much more benefit”.

In 1974, inflation in the UK had reached 16 per cent; unemployment had increased; the number of strikes had risen. An emergency program “Turn off anything!” was launched in order to save electricity. The country switched to a three-day working week, the parliament was dissolved before new general elections. MT had virtually no chance to lead a new government.

The Sunday Express leading journalist John Junor set out his position as follows: “I think that all the women in policy are second-rate”.

The famous newspaper the Times dated February 1, 1975, enumerating possible candidates, did not mention Thatcher. Although Thatcher’s ideas were truly rational, she could not bring them tactfully to her addressee in the face of the British Conservative Party and political opponents. After the famous retort by David Wood, who called her “the best man among them [in the Conservative Party]”, the image of the regressive feminist was attached to Thatcher. She needed a new speech image, which can cause the attraction effect among the audience.

Thus, Margaret Thatcher appeared in the “framework space” of the challenge as the initial circumstance under which the two main lines are possible: the acceptance or the rejection. The acceptance, in turn, is fraught with political risk, with the possibility of total defeat. As noted by V.I. Karasik, “CHALLENGE” is an actual ethn-specific concept for English culture, which is defined as follows:

- A call or summons to engage in any contest, as of skill, strength, etc.
- Something that by its nature or character serves as a call to battle, contest, special effort, etc.: Space exploration offers a challenge to humankind.
- A call to fight, as a battle, a duel, etc.
- A demand to explain, justify, etc.: a challenge to the treasurer to itemize expenditures.
- Difficulty in a job or undertaking that is stimulating to one engaged in it.

An interesting fact is that the observers’ sympathy tends to be on the side of the weak, because:

- The participant X is weaker than the participant Y;
- Consequently, X has more serious reasons for the fight (V) than Y;
- V is 1) awareness of self-righteousness, or 2) the courage, the willingness to compete against the better prepared opponent, that is, V is worthy of praise and support.

As you can see, the man in the situation of the challenge is forced to react to difficult circumstances, morally and physically resist them. Only in this case he will deserve public approval. Thus, the concept of “CHALLENGE” is associated with the concepts of “RISK”, “EFFORT”, “TRIAL”, “SUCCESS”.

Margaret Thatcher’s candidature in all respects lost to Edward Heath, the main candidate for the post of head of the Conservative Party. In the minds of Britons, she was a “milk snatcher”, a “reactionary” and a woman violating all regulations for her gender. She did not have the support and experience and was at serious risk: in case of defeat she was in for an expulsion from the Conservative Party and the end of her political career after 25 years of hard work. However, Thatcher took up the challenge.

Consider one of the synthetic texts (TV promo) of pre-election campaign:

“Here is our first promise. We will reduce rates of mortgage lending by 9.5 percent.

We will help with opening of deposits to the people for the first time buying housing.

We will legalize acquisition of municipal housing at cost three times below the market prices.

We’re trying to help you. Each person has the right for own life in their own house”.

We have already highlighted the importance of personal space in the life of an Englishman, updated in the concept of “HOUSE” (“HOME”), which, in turn, correlates with the concept of “FAMILY”. This text is organized by commissives (“We will reduce the rate”, “We will help you”, “We will legalize”) and per formatives (“We’re trying to help you”), whose main function is to create a model of more comfortable future and focus on the actions being taken now.

The only “formal” informative in the text related to the English linguo-culture, which is based on such dominant as “independence” and “confidence”, is an axiom: every Briton has the right to their own lives in their own house.

Note that the promise for the English linguistic consciousness is essentially the same as the obligation, i.e. commissives perform the function of the obligations.
Performative, in turn, points to these mantic role of the agent, or the Doer, actively involved in public life. In Doer’s opinion, the power is a mechanism of effective organization of society; this concept does not contain any negative connotations.

Thus, the concept of “HOME” is presented in the text as an axiological dominant. In an interview to the Daily Mirror Thatcher stresses: “Very few people reflect that I am absolutely normal person and I conduct usual life. I like to spend time with a family, to make breakfasts, to buy products”.

In the above given text such communication feature as a communicative stratagem is manifested, or the focus of speech acts on obtaining certain advantages over the communicative partner through manipulation. Manipulation is a method of deliberate exposure, suggesting intentional and interpretive duality: the addresser (Margaret Thatcher) intends to achieve the desired behavior on the part of the addressee, and introduces the parameter of intimacy (friendliness, selflessness) into communication, marking her belonging to “her own community” using such phrases as “normal person” (“like everyone else” and, more deeply, “such as you”) and “ordinary life” (the parameter of humanity, proximity to the electorate life). Further in the text the role of the Mother and Mistress is realized (which is based on the respective archetypes), built on a system of specific actions (to cook breakfast, buy products).

Positioning herself as ‘one of...’ (The semantic role of a co-agent), Margaret Thatcher implicitly opposes herself to her political opponents (“I lead a normal life and they?”). The fact of not mentioning (the communicative silence) makes opponents “alien” to voters. The role of a co-agent is supported in a number of subsequent speeches by Thatcher in the period from September 1974 to February 1975. Let us analyze the following text:

Sunday Express, 9 February 1975
“What I want to do is to unite the country.

By this obviously, I don’t mean that I expect to be able to persuade every trade unionist and every floating voter to become a Tory. But I do believe it is possible to unite the majority of sensible people in a determination to get ourselves out of the mess we are in now. The job of politicians is not to please everyone – which is impossible – but to do justice to everyone. This means, certainly, showing compassion to those who are in need for help. But it also means offering a fair chance of success to those who are best able to help the country to survive and be prosperous. You do a poor service to the weak by depriving the community of the efforts of the able and enterprising. Success is the prize in which all can share. Surely the basis of unity is common sense, a quality with which the British people are abundantly endowed. I think I understand what is worrying the people of Britain. I also think they underrate their own capacities. If they were encouraged to use their common sense and to believe that politicians had some common sense too, they could surprise the world – and perhaps themselves as well”.

The dominant feature of this text is persuasiveness that is the conscious message production aimed at causing the predicted behavior of a group of addressees, affecting their attitudes; in addition, the language means not only form the audience’s opinions and evaluations, but also encourage certain actions. Thus, the first sentence in the text at the level of speech acts is a manifestation of intent, or declaration. In such a case this intention acquires a positive “tone” due to the lexeme “unite”. Note that the “unity” is a historical feature of the UK as a country (a paraphrase is “the United Kingdom”), which implies not only geographical, but also social, cultural and mental parameters. The word “unite” implies implicit meanings:

- The country is in a fragmented state (and therefore in need of reunification);
- This situation is explained not only by economic, but purely political reasons (the presence of the two competing parties, the Conservative and the Labor parties). This sense is explicated in the context (“I do not encourage you to become a Tory”), where “Tory” is associatively “linked” with unity, while the Labor (not mentioned in the text) are blamed for separatism in the country.
- The “unity” becomes a contextual antonym of “disorder”, moreover, the first lexeme correlates with the Tory activities (and most Thatcher herself), while the second one “hints” at the political opponents’ inaction.

The addresser does not insist on taking his/her point of view, however, appeals to “common sense”, which is emphasized in the text as a purely British trait. “Common sense” is the most frequently used phrase in the text, indicating the area of conceptual and implied information.
Historically, the English as a nation of navigators learned to appreciate the safety and remember the common sense. English dictionaries define the concept in question as follows:

- Sound practical judgment that is independent of specialized knowledge, training, or the like; normal native intelligence (Random House Dictionary of the English Language);
- The basic level of practical knowledge and wisdom that we all need to help us live in a reasonable and safe way (Cambridge International Dictionary of English);

V.I. Karasik has identified the following components of the concept: 1) the ability to make decisions make judgments; 2) reasonable, practical; 3) natural, innate, inherent. This is a positive normal quality, acquired due to the life experience (in particular, at the level of making mistakes). A man, who does not have common sense, is classified as mentally unsound. Contextual analysis of this concept, undertaken by V.I. Karasik, based on the Corpus of English, revealed the following definitions:

1) highly developed intellect; 2) feasibility; 3) susceptibility; 4) a philosophical outlook on life; 5) safety, security; 6) expertise; 7) foresight. For the English, the common sense is associated with an active role in the life of the individual (Doer).

Calling on the British common sense, Thatcher emphasizes correctness, rationality and validity of her position; moreover, she insists on providing equal chances of success to those who deserve it (note that the prejudice is evaluated negatively in the English linguistic culture, so that the addressee “encourages” addressees to overcome gender stereotypes). Not calling her political opponents directly, Thatcher qualifies them as “weak” (“you do a poor service to the weak”), while determining herself as capable, proactive and ready to show effort. This is unconventional information requiring interpretation; the level of “deducing” knowledge which the addressee regards as his/her own judgment, free from the outside pressure (as opposed to the earlier speeches by Thatcher, the main feature of which was the imperativeness). Thus, by separate pragmatic units the formation of the desired meaning takes place in the framework of the whole text.

An independent paradigm is added to the “permanent” set of concepts used by MT (“DUTY”, “HONOR”, “INDEPENDENCE”), which in the aggregate of its constituent elements reconstructs the archetype of “MOTHER” (a female, for which there is nothing more important than home, family and children and who works for their benefit).

We recall that the concept of “MOTHER”, referring to the universal ones, in the English linguo-culture possesses not only the archetypal component, but also a higher axiological content. Being a non-parametric and regulatory (the evaluative aspect), this concept is practically not subjected to semantic modifications at high translativity. The political narrative, that is, the whole campaign totality of texts gives us the opportunity to talk about such image-forming mechanism as verbal behavior program setup, by which we mean the process of setting up a certain program of verbal behavior in the “end-user base” of the image-person.

The setup is an “artificial’ speech image formation technology and is used only incases where:

- X does not have the Y component;
- X requires the Y component to achieve the C effect;
- Y is a necessary condition for the implementation of C;
- X requires achieving C;
- X +Y =C, that is a combination of the original type with the “uploaded information” which is the only way to achieve the task.

Let us follow the process as exemplified by Margaret Thatcher’s speech image:

- X (Thatcher) does not meet the social requirements and expectations on some parameters: 1) violation of gender scripts (high position in the political sphere; the manifestation of such male qualities as authoritativeness, rigor and ambition); 2) a predominantly male communication style (consistency, conceptual simplicity, directiveness); 3) action a land speech nonconformity to “the cultural ideal” inherent in the archetype of the mother.
- The speech implementation of the archetype of “MOTHER” is a necessary condition for creating a favorable image and achieving a pragmatic effect (per locution), so the concept is included in the register of communicative ideals of the English linguo-culture and requires a list of relevant genres, language strategies and tactics, etc.
- Therefore, the C component, that is the verbal behavior program, appropriate to social expectations, is
necessary to perform the most important task (the election victory).

- X (Thatcher) needs to achieve her goals and takes a definite political risk; therefore, the target for X has an increased importance.
- “Uploading” of well-crafted verbal behavior program(Y) contributes to the X’s goal.

Our observations are confirmed with the biographical information: Gordon Reece, Director of EMI Company, a specialist in public relations, was responsible for the “introduction” of the new program of Thatcher’s verbal behavior. His goal was to ‘soften’ Thatcher’s image by positioning the latter as a mother (of two children), a housewife and an ordinary woman. The results of the campaign are presented in the list of votes:

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret Thatcher</td>
<td>146</td>
</tr>
<tr>
<td>William Whitelaw</td>
<td>79</td>
</tr>
<tr>
<td>Geoffrey Howe</td>
<td>19</td>
</tr>
<tr>
<td>James Prior</td>
<td>19</td>
</tr>
<tr>
<td>John Python</td>
<td>11</td>
</tr>
<tr>
<td>Abstentions</td>
<td>2</td>
</tr>
</tbody>
</table>

In this case, the motivation for the speech image formation was the image of a pragmatic purpose, the important components of which are the effort of will training and convincing respondents. This approach is acceptable at a radical change in lifestyle, a breakthrough to a new stage of the individual evolution, the transition to the new socio-economic stratum. As a rule, it is carried out in crisis or disadaptive states (as in the case of Thatcher) and requires the establishment of an intermediate sample, in which the copied personality traits are prescribed. The setup specifies this aspect of the speech image of human behavior, which is not organic for him/her, but determines the movement to his/her ideal “SELF”.

The drawback of this technology is the disparity between the internal “SELF” and the external “SELF”, which may lead to de individualization.

In the case of Margaret Thatcher, the setup program was long and led to the success of the 1979 campaign, when the “Iron Lady” was elected prime minister. Here is a sensational statement by Harold Wilson: “My wife said that she was ready to vote for Maggie because she is a woman.” This statement expresses psychological identification function, which can be caused by a favorable speech image: the potential voter associates herself with the personality of the image-person, includes it in “her community”; moreover, she partially “attributes” to herself (as a woman) achievements of a representative of her sex. The headlines of newspapers of the pre-election period have the appropriate orientation: “A woman who can save Britain!” (Daily Mail) and “Give a woman a chance!” (Daily Express).

Thatcher’s speech image is a combinatorial formation based both on the process of the personal potential exteriorization (the image of “the Iron Lady”), and the verbal behavior program setup implementing the communicative ideal of a mother. A thoughtful communicative format (a method for constructing and presenting information), including such genres as warning, statement, declaration, as a rule, illustrated by texts, corresponds to it.

“The discourse of Thatcherism” is a synthesis of British values, represented in the system of relevant concepts and verbal behavior strategies: maintaining the importance of the addressee, creating a “reference” group, emphasizing the “British character” traits to reproduce the corresponding fragment of reality (“United Kingdom is a great country”), over persuasion, etc. Prevailing semantic roles are agent and co-agent, the preferred communication style is that of a male. Basic text specifications are imperativeness (early stages), conciseness, and the presence of immissives (obligations), precedence (later stages).

Having analyzed texts of the period 1949-1979, we can infer the existence of a personal conceptual paradigm, explicated in speech production on verbalization level (in particular, in the system of synonyms, antonyms, etc.) of concepts of “DIGNITY”, “DUTY”, “JUSTICE”, “RESPONSIBILITY”, etc., stable for the whole above mentioned period of time. Nevertheless, the speech image requires compliance with a certain communicative ideal (for the English linguo-culture it is the archetypal concept of “MOTHER”).

In the absence of this component (in part it was involved in the early Thatcher’s career and helped create a favorable image, but later it was reduced) the attraction effect is virtually impossible. In this case we speak about the verbal behavior program setup, as one of the technologies for creating speech image.

4. Conclusion

Margaret Thatcher’s speech image was chosen as a universal demonstration model, able to effectively operate
in a conservative (especially from a gender perspective) society.

We agree with the statement by E.V. Chernyavskaya about the fact that language (speech) means of influence are universal, i.e. they can be implemented in any linguoculture taking into consideration ethno-specific features. Margaret Thatcher’s speech image is a combinatorial formation, including the inherent (natural) parameters (male style of communication, the directive method of communication, individual concept sphere) and the setup of components necessary for a successful cooperation with the electorate.

“Thatcherism” is an example of an individual discourse, self-organizing by its antinomic nature. On the one hand, its parameters correspond to the personality of Thatcher herself, who sets herself up as “a proactive person capable of efforts”, and includes concepts of “DIGNITY”, “JUSTICE”, “DUTY”, etc. in communication. On the other hand, the addressee (Thatcher) has to take into account the factor of social expectations, configure her discourse in accordance with the values of society, so that the texts include themes, propositions and some concepts (“MOTHER”, “HOME”, “CHILDREN”, “PURCHASE”, etc.) uncommon to her. In this case we speak about the process of verbal behavior program setup.

5. References

8. Margaret Thatcher Foundation. Speeches, interviews, etc. Available at: http://www.margaretthatcher.org/.