

THE CONCEPT OF INTERPERSONAL RELATIONS IN “THE GREAT GATSBY” BY F. SCOTT FITZGERALD

Interpersonal relationships have always been in the centre of attention in our society. Nowadays there are a lot of programmes, films and talk shows that focus on relationships between people. Sociology regards interpersonal relationships as a strong, deep or close association or acquaintance between two or more people that may range in duration from brief to enduring.

The topic of interpersonal relationships in the novel have already been touched upon in numerous critical essays and summaries. Therefore we decided to study the issue at a different angle, namely from a linguistic perspective.

The importance of work is in comparison of linguistic means used to build the image of love in the mind of contemporary readers of F. S. Fitzgerald.

The aim of our research is to define the parts of speech and linguistic means which are used to describe the notion of love as dominant.

We have assumed that interpersonal relations as they are depicted in the novel have stood the test of time and can be found in our society as well.

Material and methods.

The material under analysis is the novel “The Great Gatsby” by F. Scott Fitzgerald, namely the interpersonal relations in the plot. In this work we used such linguistic methods as methods of statistics and comparison.

Results and their discussion. After studying the types of interpersonal relations and analyzing the plot of the novel, it is possible to identify the following types of relations in the novel: informal, aesthetic and moral, emotional. Emotional experience predominates in the novel with *love* being the basic concept.

The results of the survey on associations with love conducted among the 10th grade students and teachers show that the image of love at different ages coincides in the basic concepts. The words like *happiness, good relations, respect, understanding, warmth* are named by both age categories. We can also see that in the 10th grade the concept of love is

reduced to a sublime and magical feeling. For the teachers, it is something more mundane, but still vital.

According to the second part of the survey dedicated to the actions of those who are in love, the majority of the responses from different groups are the same. At any age people act the same way in relation to a loved one (*love, care, support, want to be close, etc.*). The image of a loving person for the 10th grade-students is slightly ill-considered (*does crazy things*), while the image of a person in love for the teachers looks more rational and practically justified (*forgives, supports*). The results of the survey among the 10th grade students and teachers show that the concept of love has a positive colouring for them.

As for love in the novel, it is depicted in different ways. By analyzing the scope of words used by the characters (*humiliation, sadness, frighten, come to pieces, miserable, discreetly, intricate machine that registers earthquakes*) we can conclude that the majority of them have a negative meaning and we can call their relations toxic, which does not coincide with the understanding of the word *love* described by the teachers and students participating in the survey. The only positive relations in the novel according to the shade of words used to describe them (*smiled understandingly, joy, well-loved*) are between Jay Gatsby and Nick Carraway, which proves they were on good terms.

If we speak about the perception of the notion *love* from the point of view of a language used by the teachers, students and characters, we can notice the following tendencies:

1. To describe love the teachers and students use mostly nouns (*happiness, respect*) and verbs (*to support, to love, to forgive*). However, there are metaphors (*have butterflies in the stomach*) and epithets (*sincere feelings*) in the students' perception. It proves that mature people have a more realistic perception of love.

2. The notion of love has a positive coloring for the interviewed.

3. To describe love the characters, unlike the respondents, have a wide range of linguistic means such as nouns (*tears, senselessness*), verbs (*slip from control, hate*), adjectives (*turbulent, abandoned*), adverbs (*decisively, crossly*), comparisons (*intricate machine that registers earthquakes*), repetitions (*much more than understandingly, it (the smile) understood you*), and epithets (*the hot whips of panic*).

4. For the majority of characters love has a depressive negative colouring.

The comparison of the understanding of the notion *love* of contemporary readers such as the students and teachers participating in the survey and the one of the novel's characters reveals the following pattern:

5. Contemporary readers have an equally positive perception of love (20 / 20 word units). Meanwhile this notion is rendered in a negative way by the majority of the characters (56 word units) (except Jay and Nick).

6. Nick's and Gatsby's understanding of love stands out from the other characters' one in a positive perspective.

Analyzing the concept of love as the dominant type of interpersonal relations in the sphere of emotional experience, we have noticed the following:

1. Even though different people describe love in an almost synonymous way, manifestations of love are individual and depend on a person himself, his life experience, moral values, upbringing, social position and principals.

2. Unlike the perception of the notion *love* in real life, the representation of this notion in the literary work is more pessimistic and tragic.

Due to the results gained in our research we consider it reasonable to continue the analysis of work but we should compare the background of the author and the epoch he lived in to find out his motives.

Conclusion. This research proved that the concept of interpersonal relations in the "Great Gatsby" by F.S. Fitzgerald takes the leading part with *love* as the dominant notion. Almost all linguistic means and parts of speech used by the author are negatively coloured which creates a toxic perception of *love* among the contemporary readers and completely differs from their own perception. The gained results create a field for a further investigation into the epoch and author's background and their possible influence on his perception of love. The results of our investigation can be applied to a school course of social studies, literature and extensive reading in the lessons of English.

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IT-EMOTIONS

Introduction: Have you ever wondered what emoticons and emojis have in common, or how they even came to be? From the early days of humanity, our ability to communicate has played a key factor in completely shaping the way we as members of the same species interact with each