

ЛІТЕРАТУРА

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В.И. Тихоша. Народные наименования фитонимов в украинском языке. – Статья.

В статье рассматриваются мотивация семантики наиболее распространенных в Украине фитонимов и словообразование народных названий цветов.

Ключевые слова: флора, фитоним, мотиватор, семантика, растения-символы.

V. Tyhoshа. Folk names of phytins in ukrainian language. – Article.

Summary. The article analyzes the motivation of semantics of the most popular Ukrainian folk names of phytins and their word-formation.

Key words: flora, phytin, motivator, semantics, plants-symbols.

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LINGUISTIC FEATURES OF ENGLISH PHRASAL VERBS

Summary: *The article has been devoted to the investigation of the linguistic peculiarities of English phrasal verbs and methods of translation from a cognitive point of view. The paper contains some examples of phrasal verbs and difficulties concerning the translation of phrasal verbs of different semantic groups. The article outlines the main requirements which should be met by the translator while conveying the figurative meaning of phrasal verb.*

Key words: *phraseology, communicative nature, vocabulary, semantics, pragmatics, cognition, linguistic phenomenon, figurative meaning, context, register.*

Introduction. English has a thousand-year history. During this time, it has accumulated a large number of expressions that are accurate, successful, and even beautiful. This is how a special layer of language arose - phraseology. The study of any language unit involves consideration of its role and place in a particular speech reflection. Phrasal verbs / phraseological units (verb + preposition / adverb) are part of the extensive field of phraseology and complement the communicative nature of the linguistics of texts of modern educational complexes, in textbooks for students. They are widely used in all types of texts and in listening comprehension. “... a set of phraseological units is an extension of the lexical vocabulary of the language” [5], therefore we can say that the phrasal verbs replenish the vocabulary of the learner, while strengthening the aesthetic aspect of the language”

The modern stage of linguistic and cultural direction of linguistics in phraseology is the stage of developing theoretical concepts and methods for the comprehensive study of the semantics and pragmatics of phraseological units in the interaction of two semiotic systems – natural language and culture. The phrasal verb is an object of linguistics, but its study in the linguistic and cultural aspect allows us to determine the essence of the phrasal verb as a linguistic unit. Phrasal verb combinations are highly productive and occupy a special place in the lexical and phraseological layer of the vocabulary of modern English. Active and fluent phrasal verb mastery is necessary for free and natural oral communication in English. The phrasal verb as a repository and instrument

of the culture of the English language is best studied within the framework of the anthropocentric paradigm of linguoculturology, which primarily focuses on the use of phrases in live speech, which will allow you to more deeply explore the semantic and pragmatic properties of phrasal verbs.

The problem of studying the essence of such combinations is actively done by both Russian linguists (B.A. Il'ish, Y.A. Zhluktenko, I.E. Anichkov, etc.) and foreign ones (D. Bolinger, V. Fraser, R. Courtney and others). Nevertheless, much remains unexplained: the status of phrasal verbs in the lexical and phraseological system of the English language, their lexical and grammatical structure in general, the terminological definition, the nature of the second component, etc. At this stage of development of linguistic knowledge, this problem, this is of undoubted scientific interest, remains open.

The relevance of the study is due to the undying interest of linguists to the issues of phraseology and idiomatics, the problems of adequate translation of lexical and phraseological units and the creation of functional-cognitive dictionaries. It is well known that the phraseology of any language reflects the peculiarities of the thinking, cognition and world perception of the people-native speakers of this language, its cultural values.

The main **purpose** of the work is to study and describe the semantics and methods of translation of English phrasal verbs from a cognitive point of view and determine the degree of adequacy of their translation.

The main purpose of the study and the formulation of the problem identified the following number of **objectives**:

- to determine the theoretical background of the study and the method of cognitive description of the semantics of verbal combinations;
- to describe the main methods of translation of phrasal verbs and identify the degree of adequacy of this translation.

In the history of the study of phrasal verbs, many methods of studying this most interesting linguistic phenomenon have been imprinted. Scientists have made numerous (and not unsuccessful) attempts to comprehend the linguistic essence of phrasal verbs: the latter were analyzed in syntactic, morphological, semantic, phonetic aspects, i.e. mainly from a linguistic point of view. There is no doubt that the linguistic study of a language unit can hardly completely ignore the extra-linguistic reality. However, the traditional semantics, declaring the relationship of linguistic and extralinguistic factors, still tried to oppose them as much as possible. Studies in recent decades have convincingly shown that “in natural language, extra-linguistic reality represents the world, as interpreted by people, together with their relationship to each other” [Gak, 1976]. At the present stage of the development of linguistics, linguists working in the field of semantics and creating new semantic theories are in favor of the close integration of linguistic and extralinguistic realities.

The study of phrasal verbs is relevant from the point of view of their functional properties in the texts of various fields. They not only denote action, but also do it more accurately, aptly, more figuratively, than with the help of simply equivalent verbs: 1. Europeans log on to Investment Fever (to log on = to connect). 2. This year the company has let down investors by announcing an unexpected loss (to let down = to disappoint). A particularly difficult branch of phrasal verbs is the translation of phraseological units requiring considerable experience in the field of research of this discipline, as well as their memorization. The important aspects of the study of this science are: the stability of phraseological units, their origin and basic functions. Considering the semantics of the phrasal verb from the standpoint of cognitive linguistics, O.N. Grishina stresses this difficulty, saying that “the meaning of these verbs is sometimes poorly understood, since they seem to be unmotivated [4]. Numerous homonyms make the translation even more difficult. The main reason for these difficulties is conceptual inconsistencies between two languages. Metaphorical schemes that make up the system of meanings of the English preposition and the defining meanings of the phrasal verb are not fixed for us at the morphological level: for the non-native speaker, this level is assigned primarily to affixes. The latter have practically lost their independent lexical meaning, which cannot be said about the preposition / adverb of the phrasal verb” [3]. For convenience and accessibility of memorization for educational purposes and on educational material, phrasal verbs can be classified [6]. The first group can consist of verbs of a double nature:

- verbs that have always the same meaning and are used with the preposition: *to depend on*, *to insist on*, *to care for*, *to rely on*, and others;
- verbs that, in combination with prepositions / adverbs, do not radically change their lexical meaning, the preposition / adverb only introduces various clarifications.

N.N. Amosova calls such verbs “units of variable context” [2]. For example: *to agree – to agree with*, *to agree on*, *to agree to*, *to agree about*, *to hear – to hear about*, *to hear from*, *to speak – to speak out* and others. The next group includes phraseological units, the meaning of which cannot be derived from their constituent

elements. These are the so-called “units of constant context, with a full meaning” [2]. For example: 1. “The criminals held up the train (stopped, detained by force in order to rob) and stole all the passengers money”. 2. We are trying to break into the Japanese market. In these examples, the meanings “held up” and “break into” cannot be inferred from the meanings of the verbs “to hold” and “to break”. These are set idiomatic combinations (verb + preposition / adverb). Phrasal verbs can have both an adverb and a preposition (i.e. verb + adverb + preposition) - these are three-element phraseological units that can make up the third classification group: *to come up with, to get away with, to miss out on, to get on with, to look forward to* and others. For example: 1. She is not an easy person to get on with (= to have a friendly relationship with). 2. However, Freeplay may have missed out on (= failed to take an advantage of) some opportunities in markets in the West where its products are starting to catch on (= become popular). When studying and depending on the learning materials, you can enter phrasal verbs to enrich the students' vocabulary in different ways. As the basis separate verbs, prepositions or adverbs must be taken. For example, phrasal verbs with “out” or “up”: *sort out, spell out, bring out, etc.; weigh up, step up, bring up*. 1. I am willing to consider introducing flextime, but would you first spell out the advantages of the system, please? 2. I would like to bring up the subject of expense claims at our next meeting. Or phraseological units with the verbs “set”, “put”, “catch”, “bring”, etc.: *set up, set back, set about, set in, set out, etc.* 1. When the Managing Director set out to change the management structure, no one thought he had a chance of succeeding. 2. I am not surprised by our poor financial performance. I put it down to ineffective leadership. Phrasal verbs are also grouped by topic, depending on what is being said. For example: negotiations, deals, programs, plans: *Draw up* (contract) – prepare and write; *Cope with* – manage to deal with; *Carry out* (plan) – put into practice, etc.

Conclusions. The course of the study of the linguistic features of the English phrasal verbs and their translation equivalents, presented in this work, led to the following conclusions.

We have to admit that among domestic and foreign scientists dealing with the problem of English phrasal verbs, there is no consensus about, firstly, what should be considered as phrasal verbs, and secondly, how to identify these data in terms of parts of speech.

Many foreign linguists classify phrasal verbs not only as phrasal verbs proper (i.e. combinations of the verb + “particle” type as a conditional term), but also such formations as “verb + verb” (make do), “verb + preposition” (“dispose of”), “verb + particle + preposition” (“put up with”), etc., which leads to the terminological confusion.

In this study, we adhere to the point of view according to which phrasal verbs are phraseological units consisting of a verb and a postverb (a specific formation that is neither a preposition nor an adverb). In our opinion, in the sphere of formations of the type “verb + particle” it is advisable to distinguish such combinations as “verb + preposition” (idiomatic and non-idiomatic), “verb + quasi-adverb” (idiomatic), “verb + adverb” (idiomatic and nonidiomatic) and “verb + postverb” (idiomatic), i.e. phrasal verbs proper.

Thus, the widespread use of phrasal verbs in the texts of English implies the necessity and relevance of their study and memorization, as well as enrichment of students' vocabulary. It is necessary to take into account the diversity of the structure of phrasal verbs, their varying degrees of difficulty in translating and understanding texts.

In conclusion, it should be noted that when translating phrasal verbs with a figurative potential, one should take into account the communicative conditions of their use, the communication registers to which they can be assigned. The translator should be careful in his desire to convey as precisely as possible the imagery embedded in the original. He must make sure that the equivalent of the figurative phrasal verb he chooses relates to the same communication register, or at least to the neutral one. It is necessary to take into account the pragmatic properties of figurative phrasal verbs and their connotative meanings reflected in lexicographical sources; take into account the semantic, figurative, stylistic components of phrasal verbs. The translator must remember that the tasks before him are not intractable, despite the strictness of the requirements for translation.

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Д.С. Щипачова. Лінгвістичні особливості фразових дієслів в англійській мові. – Стаття.

Анотація. Стаття присвячена дослідженню лінгвістичних особливостей англійських фразових дієслів та методів перекладу з когнітивної точки зору. Матеріал містить деякі приклади фразових дієслів та труднощів, пов'язаних з перекладом фразових дієслів різних семантичних груп. У статті перелічені головні вимоги, що постають перед перекладачем під час передачі переносного значення фразових дієслів.

Ключові слова: фразеологія, комунікативний характер, лексичний склад, семантика, прагматика, пізнання, лінгвістичне явище, переносне значення, контекст, реєстр.

Д.С. Щипачева. Лингвистические особенности фразовых глаголов в английском языке. – Статья.

Аннотация. Статья посвящена исследованию лингвистических особенностей английских фразовых глаголов и методов перевода с когнитивной точки зрения. Материал содержит некоторые примеры фразовых глаголов и трудностей, связанных с переводом фразовых глаголов разных семантических групп. Статья перечисляет основные требования к переводчику в процессе передачи переносного значения фразовых глаголов.

Ключевые слова: фразеология, коммуникативный характер, лексический состав, семантика, прагматика, познание, лингвистическое явление, переносное значение, контекст, регистр.

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АРХАЇЧНІ НАЗВИ ПРЕДМЕТІВ І ЗНАРЯДЬ ЛІСНИЦТВА І ЛІСОСПЛАВУ ГОВІРКИ СЕЛА БОГДАН РАХІВСЬКОГО РАЙОНУ ЗАКАРПАТСЬКОЇ ОБЛАСТІ

Анотація. Стаття присвячена архаїчному пласту діалектної лексики лісництва і лісосплаву. Вивчення говірки як окремої діалектної системи нині залишається актуальною проблемою української діалектології, яка не знайшла достатнього опрацювання, зокрема на лексичному рівні. Метою нашого дослідження є окреслення функціонування архаїчних предметних назв тематичної групи лісництва і лісосплаву говірки села Богдан Рахівського району Закарпатської області. Аналіз мовного матеріалу на основі описового, системно-структурного і порівняльного методів уповноважує на висновки, що опис предметної лексики окремої діалектної системи треба проводити в контексті функціонування її в межах ширших діалектних континуумів.

Ключові слова: діалектна система, лексичний рівень, предметна лексика, архаїчна лексична одиниця, семантичний локалізм.

Говірка села Богдан Рахівського району Закарпатської області є архаїчною діалектною системою окремого діалектного ландшафту, яким є гуцульські говірки Рахівщини. Дослідження предметної лексики архаїчних діалектних систем нині є надзвичайно актуальною проблемою. В українській діалектології лексику давнього народного промислу лісосплаву висвітлено у працях І.В. Сабадоша. Автор детально проаналізував загалом не лише предметну, а і дієслівну лексику лісосплаву Карпат. Учений дослідив цей шар назв на тлі Карпатського діалектного континууму, провів паралелі з іншими мовами, де також функціонує лексика лісництва [3–6]. В.В. Манівчук присвятив кандидатську дисертацію проблемі опису і дослідження лексики лісництва в українській мові загалом [2]. Нині гостро постала проблема збереження архаїчного лексикону Карпат, коли відходять у вічність носії говірок, що ще пам'ятали архаїчні назви тої чи іншої реалії.