"THEORETICAL VIEWS RELATED TO LINGUOCULTROLOGY OF PHRASAL VERBS WITH ORNITHONOMIC COMPONENT"

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Annotation

This article highlights the fact that in recent decades in world linguistics and translation studies, special attention has been paid to the structural-semantic and functional study of phrasal verbs. The opinion that in research in this direction, researching a number of current problems encountered in the process of comparative language learning, finding scientifically based solutions, and forming the basis for their direct application to language learning and teaching practice are becoming priority tasks.

During the years of independence in Uzbekistan, special attention is being paid to the fields of culture, literature, and education. The problem of phrasal verbs plays a big role in clarifying the issues that arise in the process of directly applying the theoretical knowledge of linguistics to translation practice, in the selection of translations, the language materials being created and presented, and in the creation of new generation educational literature. The precognitive, traditional and at the structural-functional stage, the main attention is paid to the issue of learning the quality of the functional system of the language.

By the end of the 20th century, as a result of increasing attention to the scientific paradigm-anthropocenism, which studies language in connection with the individual factor of its user, a number of new, urgent problems arose in linguistics that needed to be solved. In particular, language units are determined by the human factor, the speech situation, the spirit of the language and society owners, the speaker's knowledge of the world, language and culture.

The idea of learning closely related to extralinguistic factors, such as associative thinking, national-cultural views of the purpose of speech, became central. Advanced ideas such as "Language and thinking" and "Language-specific static and dynamic antinomy", advanced by the great German linguist W. von Humboldt, became the main research object of cognitive linguistics. , and his thesis "Language is the spirit of the people" gave impetus to the study of linguistic and cultural issues, intercultural communication.

It is known that every person in the world perceives the world in which he lives based on the possibilities of his mind, thinking, level, scope of imagination, social, religious and spiritual, worldview, national-cultural views. Sometimes, one thing-object in existence can evoke different imaginations and perceptions in different peoples. This situation leads to giving different names to the same kind of things-objects by representatives of different languages. The different perception of the world view and the finding of verbal expression is reflected in all layers of the language. Such uniqueness in the process of perception of material existence and finding verbal expression is especially

vividly reflected in lexical units.

Phrasal verbs in languages, as a product of human cognition and thinking, serve as an event of preservation and transmission of the knowledge of the language owners about the world. These types of stable associations are formed at the point where cognition and communication meet.

The presence of several units in the composition of phrasal verbs with ornitonymous components indicates that they embody economy in the language. Ornithonymous component phrasal verbs reflect the everyday empirical, cultural, historical experience of the people. The cognitive foundations of OCTs specific to different languages, the study of the national-cultural symbol, the relationship between language and culture, language and ethnicity, and the problem and the significance of language units (in this case stable combinations) can be determined. This situation raises the problem of a cognitive approach to the study of OCD in linguistics.

In the late 20th century, Bolinger dwelt upon the lack of consensus about what qualifies as a phrasal verb by asserting that "being or not being a phrasal verb is a matter of degree". Similarly, Gardner and Davies pointed out that "linguists and grammarians struggle with nuances of phrasal verb definitions" even though such distinctions matter very little for the average L2 learner. Most English grammars agree that a phrasal verb is a combination between a lexical verb and one or more prepositions or adverbial particles whose meaning cannot be strictly predicted from its component parts TR LM Vertical axis. Downward force Contact Functional space Control Phrasal Verbs through the Lens of Cognitive Linguistics 23 As Kovács claims, the traditional lexico-semantic analyses from the 70s and 80s Bolinger, are clearly opposed to the cognitive perspective on language. Regarding phrasal verbs, traditional grammarians are mainly concerned with their syntactic properties as well as the spatial and aspectual meanings of the particles that form them. Bolinger makes a distinction between literal (e.g. I reached out for it) and figurative particles (e.g. fall out with a friend) and puts forward a core of literal senses surrounded at various distances by figurative meanings. However, there is no systematic connection between such meanings. Similarly, Lipka states that particles can only contribute meaning to phrasal verbs when combined with semantically empty verbs such as make, do, have, get, among others. In contrast, Fraser adopts a more radical view by asserting that "there is no need to associate any semantic feature with the particle, only phonological and syntactic features". Cognitive grammarians suggested that the arbitrariness of phrasal verbs seems to be given by particles as the meanings of verbs are less debatable. They showed that the meanings of particles form a network of connected senses where one or more meanings are prototypical (central) while the rest are less prototypical (peripheral). While the central meaning of a particle denotes spatial locations or movements, the peripheral senses, usually abstract, are extended from the concrete, spatial meaning "by means of generalization or specialization of meaning or by metonymic or metaphoric transfer". Andreea Rosca Our study relies heavily on Rudzka-Ostyn's work for two main reasons: (i) her analysis covers a large number of phrasal verbs and particles (16 adverbial particles: out, in, into, up, down, off, away, on, over, back, about, around, across, through, by, and along); and (ii) her research makes use of clear visual imagery which facilitates the comprehension of the meanings of adverbial particles. In the following sections we will compare Rudzka-Ostyn's meaning extensions with the ones put forward by Tyler and Evans. Tyler and Evans' Principled Polysemy Model provides a replicable method for identifying the central sense of a particle and explains how the peripheral meanings are extended from the central one. Although Tyler and Evans offer an insightful analysis, we could not base our entire study on their account. One main reason is that their polysemy networks were mostly designed to account for prepositions. In other words, many of their semantic extensions do not correspond to any phrasal verb construction. Another drawback stems from the fact that these authors consider a more limited range of prepositions/particles than RudzkaOstyn, viz. Particles: above, after, before, below, down, for, in, in front of, into, out, over, through, to, under, and up. Also, the particles off and on, which are among the most recurrent ones in our corpora, were not dealt with by Tyler and Evans. The central meaning associated with a given particle is labelled proto-scene by Tyler and Evans, and it involves a spatial relation between a trajector

(TR) and a landmark (LM), as well as a functional element. Both Tyler and Evans (2003) and Rudzka-Ostyn (2003) use Langacker's (1987) notions of TR and LM to describe the relation between the participants evoked by phrasal verbs.

Tyler and Evans'definition of the central sense of up centers on the relation between a TR which is directed towards the top of an oriented LM. Thus, the LM is understood as having a top and a bottom part, whereas the TR is conceived as being oriented. Nevertheless, these authors' definition can only apply to prepositions as particles in phrasal verbs do not overtly express a LM (e.g. Susan [TR] climbed up [preposition] the stairs [LM] vs. Mary [TR] stood up [particle] when the dean entered – no overt LM). Therefore, RudzkaOstyn's more generic description for the central sense of up is suitable for all literal phrasal verbs, i.e. spatial motion of an entity (TR) from a lower to a higher place. According to Radden and Dirven, up is an orientational particle which involves two landmarks mentally linked to form a line of orientation. This implies that the lower position can be regarded as one reference point (LM1) and the higher place as the second reference point (LM2). Tyler and Evans posit a functional element for each proto-scene which refers to the humanly salient consequences of the interactive 26 Andreea Rosca relation between the TR and LM. In the case of up, the functional element is one of a positive value in that entities which are in a high position are also in a state of readiness and increased control over the environment.2 In addition, when entities are physically elevated, they may become visible, accessible, or salient to human beings. In line with Mahpeykar and Tyler (2015), this set of experiential correlations gives rise to another meaning extension of up, which was not explored by Tyler and Evans, but was mentioned by Rudzka-Ostyn ('higher up is more visible, accessible, known' – e.g. How many people showed up at his party?). Most meaning extensions of particles are based on our embodied experience and understanding of the spatial-physical world. The notion of embodiment originated from Merleau-Ponty's (1945) work Phenomenology of Perception. Merleau-Ponty stated that, as humans, we experience the world through our bodies, and not through our minds. As a consequence, language does not reflect the real, objective world, but a conceptual world, formed through our embodied experiences in the objective world.

Kostinieva S.V devoted some space to ornithonyms in her work related to the comparative study of structural-semantic and functional-sontextual meanings of phrasal verbs with ornithonymic component in English and Russian languages

How close ornithonyms live to humans indicates their widespread use in describing humans. For example, the ornithonyms sparrow or sparrow do not have portable meanings. However, domesticated and non-domesticated birds such as eagle, chittak, chicken, rooster and peacock are ornithonyms with a universal meaning. Ornithonyms play an important role in creating the national linguistic image of the world with the help of each national language.

Such a situation means that the linguistic landscape of the world is subordinated to the conceptual landscape. In this way, the linguistic landscape of the world is created in the activity of naming, and the cognitive approach to the study of the conceptual and linguistic landscape of the world is implemented. One of the main processes of knowledge is conceptualization, which is the separation of the results of knowledge in the form of units of knowledge - concepts, understanding and consolidation.

It seems that a person relies on conceptualized knowledge in the process of knowing the world in the process of communication, naming objects and events. Conceptualization is the understanding of received information, the mental construction of objects and events leads to the formation of some ideas about this world in the form of concepts, for example, home, time, space, eternity, motion, etc. Most of these concepts have clear word meanings is learned in the language, which ensures the preservation of the acquired knowledge from generation to generation. .

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