THE STUDY OF ONOMASTIC VOCABULARY IN PROVERS AND SAYINGS OF DIVERSE LANGUAGES (ENGLISH, TATAR AND SPANISH)

O ESTUDO DO VOCABULÁRIO ONOMÁSTICO EM PROVERSOS E DIVERSOS LÍNGUAS (INGLÊS, TÁTARO E ESPANHOL)

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Resumo. O artigo se dedica a uma análise comparativa da característica semântica de unidades paremiológicas (PU) com componente de modalidade, descrevendo o caráter e a aparência nas línguas inglesa, espanhola e tártara. As UP com esta componente são interessantes para estudar a imagem linguística do mundo destas três línguas diversas. A relevância da pesquisa é determinada pelo fato de as unidades fraseológicas serem um dos conceitos mais complexos e contraditórios da linguística. Este estudo é dedicado à consideração comparativa de unidades paremiológicas com o componente de modalidade (CM) na linguística inglesa, tártara e espanhola. O estudo foi realizado na intersecção de paradigmas linguocognitivos, antropocêntricos, estrutural-semânticos, comunicativo-funcionais, envolvendo grande quantidade de informações etnoculturais de cada língua. Este estudo é a primeira experiência de consideração sistemática e descrição integral da EF com componente de modalidade nas línguas inglesa, tártara e espanhola.

Palavras-chave: unidades paremiológicas, componente, modalidade, linguística, línguas.

Abstract. The article is devoted to a comparative analysis semantic feature of paremiological units (PU) with a modality component, describing the character and appearance in English, Spanish and Tatar languages. PU with this component are interesting for studying the linguistic picture of the world of these three diverse languages. The relevance of the research is determined by the fact that phraseological units are one of the most complex and contradictory concepts in linguistics. This study is devoted to the comparative consideration of paremiological units with the modality component (CM) in English, Tatar and Spanish linguistics. The study was carried out at the intersection of linguocognitive, anthropocentric, structural-semantic, communicative-functional paradigms involving a large amount of ethno-cultural information of each language. This study is the first experience of systematic consideration and integral description of the PE with a modality component in English, Tatar and Spanish languages.

Keywords: paremiological units, component, modality, linguistics, languages.

INTRODUCTION

It is impossible to imagine the culture and language of any nation without proverbs and sayings. They are invaluable linguistic units that carry the experience and wisdom passed from mouth to mouth for centuries. In the life of the people, paremias were used in routine and applied to certain events.

There is no single definition and criterion for the separation of such concepts as 'proverb' and 'saying' in the modern literature devoted to philology. The self-determination of the proverb in English, Spanish

and Tatar has both common features and significant differences. English researchers do not distinguish proverbs from aphorisms or epigrams, as a result of which the concept of a proverb often coincides with them.

The concept of a proverb in English, Tatar and Spanish has both common and distinctive features. The term "proverb" in the studies of English and Spanish scientists often differs from this definition in Tatar language. There are two points of view regarding the features that help differentiate the concepts of "proverbs" and "sayings". Some authors interpret a proverb and a saying as a figurative, allegorical saying that has a syntactic incompleteness distinctive from a proverb, others refer them to figurative speech, a simple allegory. Then the proverb and the saying can be divided according to such distinctive properties as the form of completeness or incompleteness of the sentence in the sentence and the expression of meaning through the concept-judgment.

Modern research by many foreign scientists is replete with a fundamental approach, analysis and diversity in the field of studying factual material on paremiology research. The materials of the analyses of works on the study and differentiation of proverbs in the English language are based on the material of British and American proverbs. In addition, you can find various works of Canadian, Scottish and New Zealand paremiologists. The result of numerous research works are collections of proverbs and wise sayings. English and American paremiologists, such as Dundes (1980), Mieder (1993) and others took part in solving problematic topics in paremiology.

The active study of proverbs and sayings based on the material of the Tatar language and its dialects began in the 20s of the last century. The most fruitful years are the 50s and 60s. It is worth noting the researcher N. Isanbet, whose works have made an invaluable contribution to the preservation of the phraseological potential of the Tatar people, and therefore his works, such as "Tatar Folk Proverbs" in three volumes were published and reprinted (1959 – 1967).

In Spanish, PUs are studied from the standpoint of the science of etymology. They also become the object of research in various dictionaries and collections. In the prefaces and afterword's of these dictionaries and collections, these linguistic units are described on a theoretical basis. By Spanish researchers, the term 'paremiology' can be defined as a science that studies and analyzes brief and sententious statements known by the generic name 'paremia'.

In the field of linguistics onomastics is the study of proper names, especially the names of people (anthroponyms) and places (toponyms). A person who studies the origins, distribution, and variations of proper names is an onomastician.

Modern researchers emphasize that the onomastic subsystems of the language are part of the linguistic pictures of the world: 'The description of the onomastic picture of the world, based on the study of the principles of naming, the creation of a dictionary of onomastic vocabulary and the establishment of a list of realities that have been honored with the name, will, to a certain extent, allow us to approach the creation of a common inventory of connotative symbolic systems that determine different directions of the human spirit' (Egorova, 1993).

In this research, the structural and semantic criterion of separation of the studied linguistic units is used. The proverb is understood by as a well–known common saying that has no author and is a complete sentence in grammatical terms with a special meaning, for example, in English: a broken friendship may be soldered, but will never be sound. In Tatar language: саулык җеп түгел, өзелсә бәйләп булмый – health is not a thread, it will break – you will not be able to tie it. In Spanish: la necesidad es madre de la habilidad / de inventiva – a new day, new worries.

The saying is defined by as a well–known expression that has no author and is often an unfinished sentence with a special meaning, introduced into the way of life by the people, for example, in English: what must be, must be. In Tatar language: эш беткәч уйнарга ярый – you can walk only after you do the job. In Spanish: el mentiroso debe ser memorioso – lies are not disputable, they will confuse soon.

Speaking about the concept of modality, an extensive range of meanings considering this category is currently presented. One of the founders of modality research is Sh. Bally. At the beginning of the XX century, the researcher introduced two terms – 'mode' and 'dictum', borrowing these terms from the philosophy of the researchers of 'modists', he wrote 'about two components of the plan of the content of the utterance: dictum (subject-information component) and mode (subjective-emotional component), i.e. he contrasted the actual content and the individual assessment of the facts presented' (Kostyuchenko, 2018, p. 74). The well-known theorist reveals the mode as the soul of any phrase and sentence that does not take place as an utterance, and considers modal verbs and dictal verbs, interrogative words and interrogative

particles as means of expressing modality. The author also notes that the combination of a modal verb and a modal subject forms a mode opposed to a dictum.

It is worth noting that many researchers consider modality more narrowly and rather as a separate part of the modus or as a component of the modus. Researcher N.N. Samsonova identifies three components of the sentence structure of the logical-semantic structure: dictum (in another way - the subject of communication), modality (related to the signs of dictum) and modus, which includes "the attitude of the subject to the dictum and modality (the mode of knowledge / ignorance, desire and positive / negative emotivity)" (Samsonova, 1989).

Also, this category is widely represented in the works of Russian scientists such as Akhunzyanov (2012), Valiullina (1976), Vinogradov (1975), Kunin (1986), as well as in the studies of foreign scientists such as Alonso (2012), Portner (2009) and others.

It is known that paremiological units contain folk wisdom, reflect the way of life and culture of people and fix the worldview of the people speaking this language. Since one of the definitions of the category of modality is the speaker's attitude to reality it is important to notice how it manifests itself in a sentence or utterance. Languages in the world differ from each other, respectively, and modality in paremiological units will manifest itself in different ways. In our opinion, a comparative study of paremiological units with a modality component, the features of the structure of these units, as well as the means of expressing modality in the English, Tatar and Spanish languages, appears promising.

Lexical semantic ambiguity is the result of multiple readings of a sentence or phrase or a single word due to the existence of an ambiguous word in that linguistic unit. Ambiguity may be captured by tissue sensitivity. Contextual sensitivity is a change in content due to a change in context and has nothing to do with lexical meaning. For example, in the sentence "I am talking to you", the meaning of the pronouns me and you depends on the person who is the winner of this sentence and is completely dependent on the context, but none of them are ambiguous. In fact, lexical semantic ambiguity has nothing to do with extralinguistic context. Another point is that uncertainty should not be equated with ambiguity. For example, "I have three white, blue and black cars" has a specific meaning and the sentence "I have three cars" has a general meaning. But the sentence "I went on a trip with my car" is not clear which car the speaker means, and in fact the meaning of the sentence is unclear, but there is no lexical ambiguity.

Linguistic ambiguity is related to the concept of the word, not its reference. Ambiguity does not necessarily appear in the sentence. Ambiguity may be between the real and virtual meaning of a word. In the sentence "He is sick" there is ambiguity between the real meaning of not being physically or mentally healthy and a person having negative characteristics. Likewise, in the sentence "he is not well", the word present is ambiguous; it means to be physically and mentally ill or to be unwell without necessarily having a specific disease. There is semantic ambiguity in every language, because every language has words with multiple meanings and homophones, and the speakers of every language are able to have a correct understanding of the ambiguous word with the help of the mental process and the linguistic context. Ambiguity can be found between the explicit and lexical meaning of each word and the implied meaning of the same word, which is somehow the result of the word having multiple meanings. Another point is that, as mentioned, ambiguity is different from uncertainty. In the case of lexical ambiguity, the meanings are completely different from the same phonetic and written form, but ambiguity includes cases where the meanings are combined into one unit.

METHODS

Researchers Akhunzyanova (2012), Valiullina (1976), Zakiev (1997), Safiullina (2001), and others refer modality to a special category of language that studies the expression of attitude to utterance. Modality is also considered by researchers as a process of cognition of its linguistic phenomena.

A broad approach to the category of modality is presented in the works of the New Grammar of the Spanish Academy (Manualdela Nueva Gramaticadela Real Academia), defining this category as 'the modality of a sentence or utterance associated with a greater or lesser degree of confidence in the speaker that he reports' (Real Academia Española, 2010).

Modality is divided into objective and subjective. According to Vinogradov, objective modality carries an indication of the attitude to life and expresses the attitude of the utterance to reality. The objective modality includes the reality/unreality of the action. It is conveyed in the utterance with the help of verb forms of mood (subjunctive, motivational, desirable, ought, etc.). Researcher Galperin notes that the speaker's attitude to reality, i.e. subjective modality can be expressed by various means, such as "lexical, phraseological, formal-grammatical, compositional, syntactic, stylistic -modality turns out to be a category

inherent in language both in action and in speech, and therefore it is the very essence" (Galperin, 1981) of the communication process and is based on an estimate covering a huge gamut of values.

Zainullin (1986) in his work 'Modality as a functional semantic category' divides modality into the following types: 1) 'The modality of reality or reality' (Zainullin, 1986) is that the content is told from the perspective of the speaker, which corresponds to objective reality: the subject is aware of what is being reported as a real and verified fact. 2) The modality of invalidity or unreality is opposite to the previous one and means that the content of the reported does not correspond to the objective reality itself, the subject perceives the reported as unreal, desirable, presumptive, doubtful" (Zainullin, 1986; Nodar et al., 2022).

Regarding the distinction between explicit and implicit meaning, although constructivist linguists and Saussure classically focus on explicit meaning, semioticians such as Vrbinc & Vrbinc (2014) believe that all explicit meanings themselves have a content and a sign of implicit meaning. In Imoh's opinion (2021), explicit meanings are nothing but implicit meanings that have become part of the original and literal meaning of the word through the process of naturalization of meanings in the language. Although the explicit and implicit meanings are different, almost many words have both meanings. Linguists such as (Vrbinc, 2019) believe that in addition to the explicit meaning and implicit meaning, the textual meaning of words is important. When a simple or compound word refers to a specific concept, the explicit meaning is also recognized under other terms.

The main question of this article is whether it is possible from a cognitive point of view to find the real meaning of a word with lexical semantic ambiguity in an explanatory sentence and present it as a hypothesis? First, the basics of Langacker's cognitive and grammatical approach will be briefly mentioned. Then, based on the sample data and the proposed hypothesis of the research, the relevant analysis will be presented. In this article, for the first time, a new hypothesis will be presented, which specifically deals with the analysis of lexical semantic ambiguity in a phrase or sentence or context, and is introduced under the title of double reading hypothesis of lexical semantic ambiguity. The data used in this article is taken from the spoken and written form of the modern Persian language, regardless of possible historical changes, and the samples have been randomly selected and analyzed based on the writer's linguistic preferences, and according to the presentation of a new hypothesis in this Research It is expected that the results of this research can be generalized for all similar words with Persian lexical semantic ambiguity.
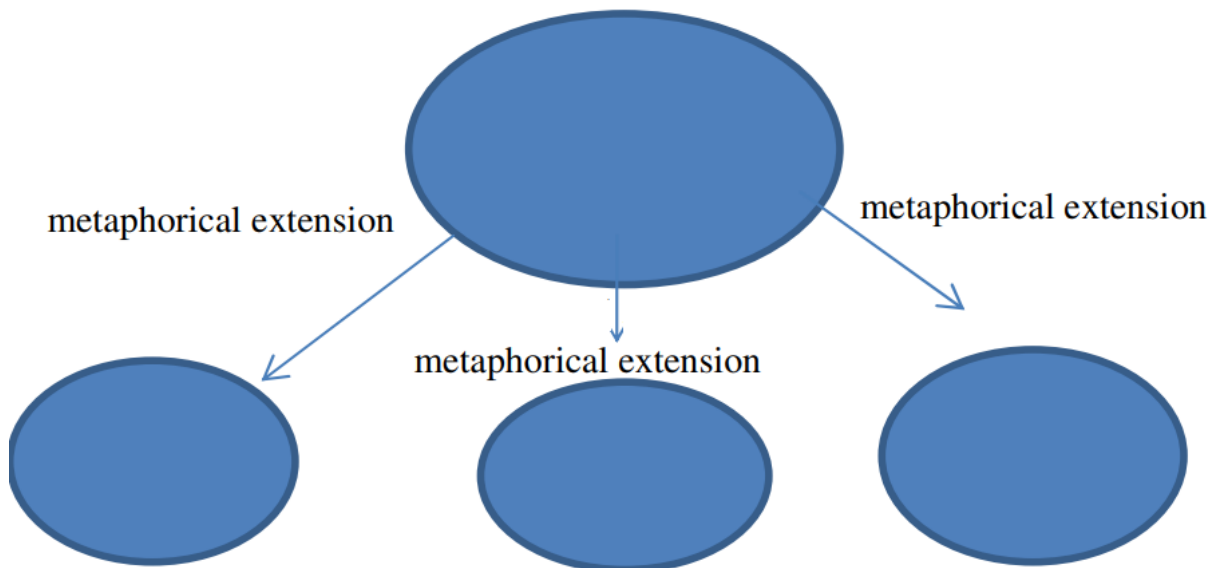
Figure 1. Metaphorical extension diagram

About cognitive approach

Lexical semantics is the study of the meaning of words. In terms of description, the most important subjects studied in lexical semantics include the internal semantic construction of words or the study of semantic relations that exist in the circle of words. The first type of studies includes such things as lexical relations, polysemy (as opposed to ambiguity), permissiveness, and the metaphor of being the primary example.

A common point about the attitude of cognitive linguists is the assumption that the meaning of a language phrase must first be searched in the mind of the language user. The assumption that meanings can be understood as mental reality and mental constructions that our words refer to. The point of support and commonality of all cognitive theories, including cognitive grammar, structural grammar, conceptual metaphor theory, etc., is that language is not a separate power in the mind. From the cognitive point of view, although humans have the inherent ability to learn language from birth, the complete production of the language system depends on experimental factors that include physiological and cultural factors, and it also depends on cognitive abilities that are not exclusive to language.

In the face of cognitive syntax, cognitive semantics, and cognitive semantics, etc., it may be considered that semantics in the language field is a separate and independent field, while cognitive linguistics does not have a field of view related to language studies. In cognitive linguistics, meaning is categorization. Therefore, semantic analysis requires a particular conceptual structure. The conceptual structure that creates the conceptual content of linguistic expressions may be a range of completely simple concepts or administrative experience to complex clusters of knowledge.

Cognitive linguistics also includes an encyclopedic approach in the sense that the concepts that make up the meanings of phrases are often taken and branched from our general knowledge of the outside world or the encyclopedic knowledge. Cognitive linguistics rejects a clear distinction between the meaning of encyclopedia and linguistic knowledge. In the cognitive approach, the background and basis of many of our concepts are in our cultural, biological and physical experiences. According to many cognitive semanticists, knowledge is rooted in the patterns of our concrete experiences. These patterns are called image schemas that appear through our sensory and motor activity.

As we intervene in objects, determine our position in terms of space and time, and direct our perceptual focus for different applications, the conceptual domains that contain these schemas contain meaning. A distinction is made between the primary fields that directly involve human experiences and the secondary or abstract fields such as processes or social or mental situations that are not like this, which of course is not always recognizable. Conceptual domains play a fundamental role in the meaning of phrases and create the conceptual content of a phrase. Linguistic expressions play a role in how conceptual content can be interpreted, and every linguistic structure or expression requires its own interpretable structure. Conceptualization in the mind of the speaker shows different levels. For example, the word "bird" is the basis of conceptualization for all kinds of hunting birds, domestic birds, etc.

The preference of the base form has a cognitive and relational justification. For example, assuming that the bird is the basis, we see both the concept of animal and the concept of a specific bird implicitly and with appropriate information load. In short, the cognitive approach in the field of meaning can be described in these terms: categorization, which includes encyclopedic information, and construct, which is the cognitive ability to categorize experiences in different ways. Image schemas that include schema patterns of concrete and physical experiences and the structured categorization of the initial sample. These principles include the present tense of all linguistic units from morphemes to larger units.

RESULTS AND DISCUSSION

Different researchers have used different terms to define borrowing. For this reason, like many fundamental issues and concepts, there is no consensus among researchers about the definition of borrowing. Ikromjonovna, (2021) consider borrowing as the incorporation of some items and components of the foreign language into the native language by the speakers of the language. Although the native language is preserved, the incorporation of new components has changed. According to them, words are the first elements that are borrowed. If bilingualism is widespread in a society and also, we witness the long-term cultural pressure of the dominant language, the structural features including phonology, syntax and conjugation of the dominant language may enter the underlying language. They believe that all linguistic features can be borrowed; But in practice, the possibility of borrowing linguistic elements is not equal. In other words, some elements are easier and some are more difficult to enter from one language to another. Based on this, they believe in a kind of hierarchy in borrowing, which is mentioned below. The study of the

simultaneity of the borrowing phenomenon started mainly in the 20th century. Early research often focused on providing a list of imported items in languages and attempted to provide a brief history of borrowing for each word. In these studies, the focus is often on a pair of languages in which we often see one-way borrowing from the dominant language (Grudeva et al., 2014; Shariati et al., 2013). In early researches, the issue of homogeneity or pronunciation integration of loanwords based on the rules of receptive language was sometimes raised; But the morphological and syntactic integrity of these imported items was still not discussed (Usobovich, 2023).

Toirova (2022) are considered the founders of language contact. At first, the focus of research was naturally on lexical borrowing; Because this phenomenon occurs a lot and is tangible for people. These researchers also raised the issue of borrowing the structural elements of the language, although they acknowledged that the vocabulary of languages is much more subject to borrowing compared to the grammatical and phonological elements. Influenced by these researchers, later researches focused on the borrowing process and its principles instead of focusing on the result of borrowing. Some sought to discover grammatical rules that constrain lexical borrowing, and others, such as (Batoma, 2019), tried to extract borrowing universals using implicit scales. Researchers such as (Pakirdinova & Gofurova, 2022) tried to provide a borrowing hierarchy based on the level of borrowing ability of linguistic elements, in which the degree of ease or difficulty of borrowing different linguistic elements is known. Based on this, in the late 1980s, people like (Pakirdinov & Gofurova, 2022) tried to empirically challenge the validity of hierarchies and implicit worlds before them by conducting quantitative studies based on extensive linguistic corpuses. Also, they investigated the borrowing of different linguistic items in different social groups. Meanwhile, the important work of (Jamalpour & Yaghoobi-Derab, 2022; Rey et al., 2022) is considered a turning point in the subject of language contact. In this research, we witness the presentation of a comprehensive framework and analysis of various phenomena such as language contact, borrowing, interference, code change, Pidgin, Creole and mixed languages. These two are among the first to emphasize the role of external factors such as language contact in language change, and in their analyzes provided countless evidences of language change caused by language contact. More recent research has focused on the practical and psychological aspects of borrowing.

Gibb (2020) raised the issue of applied borrowing for the first time. He tried to explore the limitations and practical aspects of borrowing. Further studies were carried out that, for example, examined verbal cues or speech topics of bilinguals, interference, etc... In the 1980s, the dominant tendency was to explore the limitations associated with borrowing. As we mentioned, lexical borrowing is more possible and easier than structural borrowing. Cameron & Taber (2004) has reviewed different approaches to this issue. In all of these approaches, the syntactic category noun shows a higher ability to borrow, while adjectives, prepositions, relative clauses, and pronouns are placed at lower levels in the hierarchical structure; so, it becomes less and less possible for them to borrow. Myers (1997) believe that in different language systems, the more the elements of that system are interdependent, the less likely borrowing is in that context. Also, elements such as verbs that have a strong associative relationship with sentence elements are likely to resist borrowing.

Pakirdinov & Gofurova, (2022) enumerates different reasons for the loanability of linguistic elements. He mentions two factors of preferentiality and structural dependence. According to Grudeva et al., (2014), elements with referential stability are more likely to be borrowed, and elements with ambiguous referential meaning and stronger structural dependence are more difficult to borrow. Others do not consider any linguistic element immune from borrowing. In the framework presented by (Ikromjonovna, 2021), the most important social factor in the quality and amount of borrowing is the intensity of language contact and interaction: the greater the intensity of language contact, the greater the cultural pressure of the Zebrin language D'avolio, (2002) (dominant); so, it leads to more borrowing. In addition, they have emphasized the closeness of languages in terms of taxonomy as another influential factor. Accordingly, Vrbinc & Vrbinc (2014) conclude that the greater the structural dependence, the more intense the language contact must be to lead to borrowing. Also, in the condition that the intensity and amount of contact are equal, the elements of lower levels do not enter the receptive (underlying) language before the elements of higher levels.

The presence of a person's character presupposes his non-indifferent attitude to any aspects of life, on which his actions, goals and aspirations depend. Experimental examination of the material (collections of dictionaries of proverbs and sayings) of the compared languages showed that the studied paremias, which are based on lexemes expressing the appearance and character of a person, are also the most used in the studied languages.

The analysis of the semantic aspect of PE with the modality component of this thematic group allowed us to identify the following semantic subgroups:

a) PU with a modality component describing brave and/or honest people.

In English: an ill man must have his way; the modality component is expressed by the modal verb must with a hint of ought.

In the Tatar language: батырга үлем юк – heroes do not die. The modality component is expressed by the modal word Yuk.

In Spanish: donde el débil se puede suele escaparse el fuerte – the brave will find where the timid will lose. The modality component is expressed by the modal verb poder.

b) PU with a modality component with a negative character assessment.

In English: still waters can run deep. In this PU there is a modal verb can with a hint of possibility.

In the Tatar language: усал булсаң, асарлар, юаш булсаң, таптап изәрләр - if you are angry, they will hang you, if you are soft, and they will crush you. By semantic meaning, this PU is understood as follows: no matter what a person is, others will not like him, you need to look for the middle. Алмазны балчык арасына ташласаң да, алмаз булыр – the diamond will remain a diamond, even if you throw it in the mud.

In Spanish: no puedes cocinar gachas con él – you can't cook porridge with it; el perrillo de muchas bodas, no come en ninguna por querer comer en todas – greed deprives the last mind.

English, Tatar and Spanish pareiological units with a modality component contain a large number of paremias related to negative characteristics of a person. This is due to the instructive nature of proverbs and sayings. They often contrast PU about kind, honest people with dishonest, deceitful, with negative characteristics of a person in order for a person to think about his actions and be able to change for the better.

c) PU with a modality component describing the deceitfulness of a person:

In English: false tongue will hardly speak the truth; and to lie as fast as horse will trot.

In the Tatar language: ялганларга да күп алмый – he will lie – he will take it cheap; modality is expressed by a shade of possibility and a modal verb with the negation of алмый.

In Spanish: el mentiroso debe ser memorioso – lies are not controversial, will confuse soon, el mentiroso is a liar. The modality component is expressed by the modal verb deber.

d) PU with a modality component denoting a state of health. A healthy lifestyle is one of the important phenomena in the life of every person. Many winged expressions, phraseological units, metaphors, etc. are devoted to this topic.

In English: desperate diseases must have desperate remedies; in this proverb, modality is expressed by the shade of possibility and the modal verb must.

In Tatar: саулык жип түгел, өзелсә бәйләп булмый – health is not a thread, if it breaks, you can't tie it. The modality component in these paroemias is expressed by a modal verb with the negation of the булмый. Таза булсаң, таш та ярып була – if you are healthy, you will be able to split the stone; healthy and the stone will split; the modality component is expressed by the modal verb була.

In Spanish: hacer pagar al justo por el picador – to fall from a sick head to a healthy one; modality is expressed by the modal verb hacer. Si quieres vivir sano, hazte viejo temprano – moderation is the mother of health; modality is expressed by the modal verb querer.

CONCLUSION

The comparative analysis of the PU with the modality component related to the appearance and character of a person showed that all four identified thematic subgroups of this group are present in all three languages compared. This thematic group is also quite important when reflecting the realities of the natural world, since through the perception of a person's appearance and character, his moral qualities are formed, which are reflected in the studied paremiological units. The phenomenon isomorphism as a result of the quantitative analysis of the modality component PU was manifested in the fact that the most frequent in English, Tatar and Spanish languages are PU with a modality component of the following thematic subgroups: PU with a modality component describing brave and/or honest people (English – 54.3%, Tatar language – 50%, Spanish - 43%); PE with a modality component with a negative character assessment (English – 24%, Tatar – 15.6%, Spanish - 37%).

A distinctive feature of the use of modality in the Spanish language is the use of paremiological units with semantic shades of impossibility and ambiguity, expressed by the modal verbs poder and deber. Specific to the Tatar language is the use of paremias with a modality component with predominant shades of possibility and reliability, expressed by modal verbs with the negation of булмый, алмый and the modal word юк.

Having studied the connotative aspect of the definition of PE with the category of modality, we came to the conclusion that PE have two connotations in their meanings: evaluative and emotive. Consideration of the corpus of analyzed proverbs showed that they reflect various aspects of human life. The words with the modality component in English, Tatar and Spanish are more anthropocentric, that is, these proverbs and sayings are addressed to a person, his nature and activity.

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