

Т.Ю. Айкина, А.А. Сыскина
Национальный исследовательский
Томский политехнический университет

How are phraseological units with the semantic component «learning» modified in the English language?

The article considers one of the most interesting aspects of lexicology – modifications of phraseological units. The units with the semantic component «learning» were sorted out using the Corpus of Contemporary American English. The most widely used ways to change a phraseological unit from the structural-semantic viewpoint were identified and the phraseological units were classified.

Key words: phraseological unit; transformation; extension; contamination; substitution; reduction.

A phraseological unit (henceforth PU) is an umbrella term that involves all polylexemic word group of the language whose meaning is not compositional. The meaning of the constituent parts is partially or fully reinterpreted from the original one but the meaning and wording are considered to be set and reproduced but the situation differs in real life. Peculiarities of phraseological transformations have been of scientists' practical interest for the last decades. Investigation of transformed phraseological units in different contexts [2–4, 7–9, 13–15] makes it possible to track the development of the language under study, and thus, see how social attitude towards various phenomena changes. The present paper outlines modifications of phraseological units with the semantic component «learning» on the basis of examples provided by the Corpus of Contemporary American English (COCA) [16]. The corpus consists of more than one billion words of data and provides useful information about the frequency of words, phrases, and grammatical constructions.

In order to reveal oral and written speech realization of transformed phraseological units with the semantic component «learning» and highlight cases of their contextual usage, the most common types of phraseological derivation should be first identified. Although there are plenty of ways [1, 5, 6, 10–12] to change a phraseological unit from the structural-semantic viewpoint, the most widely used of them can be classified as: extension, contamination, substitution, reduction.

Refreshment of meaning as a result of the abovementioned modifications plays the most important role in authors' self-expression, demonstrates their attitude towards learning. From the point of view of the communicative needs of language-users, a modified PU can aim at creating a new image on the basis of the already fixed one.

Extension is the addition of new semantic components at the beginning, middle (insertion) or at the end of phraseological units:

Train as you expect to fight. (c.f.: Train as you fight.)

*I guess **lots of** practice makes perfect. (c.f.: Practice makes perfect.)*

***That's sort of** practice makes perfect.*

***Apparently (less)** practice makes perfect (sense).*

***cooperative/ great /good /huge** learning lesson (c.f.: learn one's lesson)*

The following phrases combine extension of the PUs with grammatical transformation of their components, still the reader can relate the occasional PU to the usual one:

If Mitt called himself a progressive it was long ago and he has lived and learned a lot. (c.f.: Live and learn.)

*his **learned-the-hard-way** lesson*

***hard** learned lessons*

When phraseological units are **contaminated**, the images are combined, leading to increased expressiveness and imagery:

Knowledge is power, and sharing that knowledge is half the battle won.

learning lessons from tough times and putting them into play

Have fun and practice makes perfect

Keep trying, practice makes perfect!

The most widely used type of phraseological contamination is one in which parts of two phraseological units similar in semantic function are blended. One or both PUs can be elliptic:

Display your knowledge by teaching others tricks of your trades, using visuals and step-by-step exposition. (c.f.: Teaching others teaches yourself, tricks of your trade.)

It's never too late to teach an old dog new tricks. (c.f.: It's never too late to learn, you can't teach an old dog new tricks.)

The following sentences are examples of applying two extension methods at once: the parallel use of several PUs in speech and stylistic devices, which also serves to reinterpret the content of both PUs and their additional expressiveness due to parallelism:

Knowledge is power, power is money.

Knowledge is power. Truth is strength.

Substitution is replacement of one component by another word or phrase.

The following examples demonstrate contextual modifications of PUs where relevant components are replaced:

There is no royal road to the summit. (c.f.: There is no royal road to learning.)

There is no royal road to anything.

the school of hard experience (c.f.: the school of hard knocks)

It's tough to teach an old dog new turns.

You can't teach an old dog new kindness.

***The harder the training, the easier the race.** (c.f.: The harder the training, the easier the mission.)*

***Success is the best teacher.** (c.f.: Experience is the best teacher.)*

It's hard to sell an old dog new tricks.

*It's strange in one way, in another it's **as cold and straightforward as ABC.** (c.f.: as easy as ABC)*

Practice makes ideal.

With **reduction** (ellipsis), the structure of phraseological units is reduced, significant elements are intentionally omitted. The recognizability of such shortened PUs is ensured by the fact that the parts of the elliptical PUs evoke their original forms:

life's hard knocks

Because there is no Royal Road, each must hack his own path through the wilderness.

... although there is no Royal Road, yet there are Royal Helps for those who would choose well...

...we now live in a society where the acquisition of even a little learning is the endpoint, rather than the beginning, of education (c.f.: A little learning is dangerous).

As you try the recipes, you'll learn the tricks and see just how easy it is to give your favorite recipes a wow-worthy spin. (c.f.: learn the tricks of the trade)

As we can see, fixed expressions with the semantic component «learning» remain productive in phraseological transformations in the modern English language. Such structural-semantic contextual modifications as extension, contamination, substitution and reduction have been discussed in this paper. Since in the process of constant traditional use of phraseological units they lose a significant part of their original expressiveness, the authors of oral and written messages transform the original phraseological units with pragmatic goals: to achieve maximum expressiveness, to clarify what is meant, to express author's attitude, to create a new image based on what is already fixed in culture. At the same time, if the recognizability of phraseological units is preserved, the ability of the recipient of the message to perceive, remember and reproduce the received information increases. It can be concluded that modification of phraseological units is a dynamic process that enriches speech, due to this they are constantly being reframed while being integrated into a wide range of different contexts and receive a new interpretation, which may lead to a total change of their meaning in the future.

Литература

1. Абдуллина, А.Р. Контекстуальные трансформации фразеологических единиц в английском и русском языках: дис. ... канд. филол. н. / А.Р. Абдуллина. – Казань, 2007. – 167 с.
2. Антонова, О.Н. Изменение компонентного состава как вид трансформации паремий (на примере англоязычных массмедиа) / О.Н. Антонова // Вестник Бурятского государственного университета. Язык. Литература. Культура. – 2011. – 11. – С. 3–5.
3. Колобова, Е.А. Фразеологическая контаминация: автореф. ... канд. филол. н. / Е.А. Колобова. – Иваново, 2011. – 23 с.
4. Комарова, И.А., Коган, М.С. Исследование английской фразеологии с помощью подходов корпусной лингвистики. / И.А. Комарова, М.С. Коган // Компьютерная лингвистика и вычислительные онтологии. – Санкт-Петербург, 2019. – № 3. – С. 40–43.
5. Кунин, А.В. Фразеология современного английского языка / А.В. Кунин. – Москва : Международные отношения, 1972. – 288 с.
6. Кузнецова, И.Н. Теория и практика лексической интерференции (на материале французского и русского языков) / И.Н. Кузнецова. – Москва : Изд-во «Нестор Академик», 2021. – 368 с.
7. Олейник, О.В., Уткина, О.Л. Способы использования и трансформации фразеологизмов в английских и немецких СМИ. / О.В. Олейник, О.Л. Уткина // Russian Linguistic Bulletin. – 2022. – №4 (32). – 5 с.
8. Сокол, А.А., Черная, Т.Н. Особенности использования фразеологических единиц в языке прессы (на материале англоязычных газет). / А.А. Сокол, Т.Н. Черная // Открытое знание. Филологический аспект. – 2019. – №5 (49). – С. 93–102.
9. Солодилова, И.А., Щербина В.Е. Лингвокогнитивные и дискурсивные аспекты современной фразеологии: монография / И.А. Солодилова, В.Е. Щербина. – Оренбург : ОГУ, 2011. – 377 с.
10. Arsenteva, E.F., Kayumova, A.R. Complex modifications of phraseological units and the ways of their translation. / E.F. Arsenteva, A.R. Kayumova // Life Science Journal. – 2014. – №11(6). – P. 502–506.
11. Baranov, A.N., Dobrovolskij, D.O. Cognitive modeling of actual meaning in the field of phraseology / A.N. Baranov, D.O. Dobrovolskij // Journal of Pragmatics. – 1996. – № 25. – P. 409–429.
12. Bulaeva, N.E., Davydova, M.M. Occasional transformations of phraseological units / N.E. Bulaeva, M.M. Davydova // Liberal Arts in Russia. – 2018. – Vol. 7. – No. 6. – P. 482–489.
13. Parizoska, J. Idiom modifications: What1. grammar reveals about conceptual structure / J. Parizoska // Lexis. – 2022. – № 19. – URL: <https://doi.org/10.4000/lexis.6293> (дата обращения: 17.04.2023).

14. Pavlina, S.Y. Separated by a Common Language: on the Usage of Idioms in British and American Electoral Discourse / S.Y. Pavlina // Journal of Siberian Federal University. – Humanities & Social Sciences. – 2017. – 10. – P. 1563–1572.

15. Salieva, R.N., Konopleva, N.V., Mirgalimova, L.M. Phraseological units in American and Russian governmental blogs / R.N. Salieva // Linguae Journal. – 2016. – №9 (4). – P. 58–67.

16. The Corpus of Contemporary American English. – URL: <https://www.english-corpora.org/coca/> (дата обращения: 17.09.2023). – Текст : электронный.

А.В. Алина

*Национальный исследовательский
Томский политехнический университет*

From PROMT to ChatGPT: how memes about machines can become memes about people

In this article, we analyze how early machine translation influenced the perception of non-manual translation in people's minds; what difficulties this technology has struggled with over the years; what trends exist in this study field now and to what extent machine translation is capable of replacing human translators.

Key words: machine translation; NLP; NMT; automatic translation program; neural networks.

Modernity has brought people the opportunity not only to simplify their lives with the help of computers, but also to communicate with their help. Moreover, communication does not necessarily have to be within the same language boundaries.

The first example of machine translation appeared in 1954 – when the Georgetown experiment was conducted in New York [8]. However, like any new technology at that time, it had taken machine translation another 60 years or so before it was commercialized and offered any significant result to the end user (it also happened due to the widespread accessibility to the Internet).

Machine translation is the automatic translation from one language to another by means of automatic programs. There are several methods of machine translation: rule-based machine translation and statistical machine translation [5, p. 403].

In the first case, linguistic information about the source and target languages is used: grammatical rules, sentence structure, phraseology, etc.