

В работе фразеология представлена как отдельный раздел лингвистики, а фразеологические единицы - как важные элементы языка.

Фразеологические единицы, описывающие человека и черты его характера, были переведены на основе четырех типов перевода, предложенных русским лингвистом Комиссаровым.

TYPES OF WORD MEANING IN ENGLISH

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By definition Lexicology deals with words, word-forming morphemes and wordgroups we should mention that all these linguistic units have meaning of some kind: they are significant and therefore must be investigated both as to form and meaning.

Lexicology is a branch of linguistic, the science of language. The term Lexicology is composed of two Greek morphemes: **lexis** meaning 'word, phrase' and **logos** which denotes 'learning, a department of knowledge'. So we can say that the literal meaning of the term Lexicology is 'the science of the word'. The literal meaning, however, gives only a general notion of the aims and the subject-matter of this branch of linguistic science, since all its other branches also take account of words in one way or another approaching them from different angles. Phonetics, for instance, investigates the phonetic structure of language. The branch of lexicology that is devoted to the study of meaning is known as Semasiology.

We should point out that just as lexicology is beginning to absorb a major part of the efforts of linguistic scientists semasiology is coming to the fore as the central problem of linguistic investigation of all levels of language structure. It is suggested that semasiology has for its subject-matter not only the study of lexicon, but also of morphology, syntax and sentential semantics. However words play such a crucial part in the structure of language that when we speak of semasiology without any qualification, we usually refer to the study of wordmeaning proper, although it is in fact very common to explore the semantics of other elements, such as suffixes, prefixes, etc.

Meaning is one of the most controversial terms in the theory of language. At first sight it seems that the understanding of this term presents no difficulty at all and it is freely used in teaching, interpreting and translation. The scientific definition of meaning however just as the definition of some other basic linguistic terms, such as word, sentence, etc., has been the issue of interminable discussions. Since there is no universally accepted definition of meaning we shall confine ourselves to a brief survey of the problem as it is viewed in modern linguistics in different countries.

There are two schools to Meaning of thought in present-day linguistics representing the main lines of contemporary thinking on the problem: the referential approach, which seeks to formulate the essence of meaning by establishing the interdependence between words

and the things they denote, and the functional approach, which studies the functions of a word in speech and is less concerned with what meaning is than with how it works.

It is more or less universally recognized that word-meaning is not homogeneous but is made up of various components the combination and the interrelation of which determine to a great extent the inner facet of the word. These components are usually described as types of meaning. The two main types of meaning that are readily observed are grammatical and the lexical meaning to be found in words and word-forms.

The grammatical meaning is defined as an expression in speech of relationships between words based on contrastive features of arrangements in which they occur. It should be pointed out that the grammatical meaning is more abstract and more generalized than the lexical meaning; it unites words into big groups such as parts of speech or lexico-grammatical classes. We notice, e.g., that word-forms, such as boys, pens, tables, etc. denoting completely different objects of reality have something in common. This common element which we notice is the grammatical meaning of plurality which can be found in all of the above mentioned words.

It should be pointed out that different forms of the same lexeme will generally, though not necessarily, differ in meaning; they will share the same lexical meaning (or meanings) but differ in respect of their **grammatical meaning**, in that one is the singular form (of a noun of a particular subclass) and the other is the plural form (of a noun of a particular subclass); and the difference between singular and plural forms, or to take another example the difference between the past, present and future forms of verbs, is semantically relevant: it affects sentence-meaning. The meaning of a sentence is determined partly by the meaning of the words (i.e., lexemes) of which it is composed and partly by its grammatical meaning.

Thus grammatical meaning may be defined, as the component of meaning recurrent in identical sets of individual forms of different words, as, e.g., the tense meaning in the word-forms of verbs (**asked, thought, walked**, etc.).

The grammatical meaning and grammatical form are the basic notions of Grammar. The grammatical meaning depends on the lexical meaning. It is connected with objective reality indirectly, through the lexical meaning. The grammatical meaning is relative, it is revealed in relations of word forms, e.g. speak-speaks. It is obligatory and must be expressed if the speaker wants to be understood.

It may be argued that linguists who make a distinction between lexical and grammatical meaning are, in fact, making a distinction between the functional (linguistic) meaning which operates at various levels as the interrelation of various linguistic units and referential (conceptual) meaning as the interrelation of linguistic units and referents or concepts.

In modern linguistic science it is commonly held that some elements of grammatical meaning can be identified by the position of the linguistic unit in relation to other linguistic units, i.e. by its distribution. For instance such word-forms as writes, speaks, reads have one and the same grammatical meaning as they can all be found in identical distribution, i.e. only after the pronouns **he, she, it** and before adverbs like **well, badly**, etc.

It should be pointed out that comparing word-forms of one and the same word we notice that besides grammatical meaning, there is another component of meaning to be found in them. Unlike the grammatical meaning this component is identical in all the forms of the

word. For instance the word-forms **speak, speaks, spoke, speaking, spoken** possess different grammatical meanings of tense, person, and so on, but in each of these forms we observe one and the same semantic component denoting the process of uttering. This is the lexical meaning of the word which may be described as the component of meaning proper to the word as a linguistic unit, i.e. recurrent in all the forms of this word.

The definition of lexical meaning has attempted more than once in accordance with the main principles of different linguistic schools. The disciplines of F. de Saussure consider meaning to be the relation between the object or notion named, and the name itself. Descriptive linguistics of the Bloomfieldian trend defines the meaning as the situation in which the word is uttered. Both ways of approach afford no possibility of a further investigation of semantic problems in strictly linguistic terms, and therefore, if taken as a basis for general linguistic theory, give no insight into the mechanism of meaning. The more general opinion is well revealed in R. Jakobson's pun. He mentioned that linguistic without meaning is meaningless.

Lexical meaning can be defined as the realization of concept or emotion by means of a definite language system. The definition stresses that semantics studies only such meanings that can be expressed, that is concepts bound by signs.

It should be pointed out that the difference between the lexical and the grammatical components of meaning is not to be sought in the difference of the concepts underlying the two types of meaning, but rather in the way they are conveyed. The concept of plurality, e.g., may be expressed by the lexical meaning of the word **plurality**; it may also be expressed in the forms of various words irrespective of their lexical meaning, e.g. **tables, girls, books**.

Thus we can mention that by lexical meaning we designate the meaning proper to the given linguistic unit in all its forms and distributions, while by grammatical meaning we designate the meaning proper to sets of word-forms common to all words of a certain class. Both the lexical and the grammatical meaning make up the word-meaning as neither can exist without the other. For example that can be also observed in the semantic analysis of correlated words in different languages. Let's take the Russian word **сведения** which is not semantically identical with the English equivalent **information** because unlike the Russian **сведения** the English word does not possess the grammatical meaning of plurality which is part of the semantic structure of the Russian word.

We can classify lexical items into major word-classes (nouns, verbs, adjectives and adverbs) and minor word-classes (articles, conjunctions, prepositions, etc.).

It is important to mention that all members of a major word-class have a distinguishing semantic component which though very abstract may be viewed as the lexical component of part-of-speech meaning. For instance, the meaning of 'thingness' or substantiality is reflected in all the nouns e.g. shelf, love, milk, though they possess different grammatical meanings of number, case, etc. We should note, however, that the grammatical aspect of the part-of-speech meanings is conveyed as a rule by a set of forms. So when we are going to describe the word as a verb it is understood to possess sets of forms expressing, e.g., tense meaning (**played-plays**), mood meaning (**play!-(I) play**), etc.

It should be pointed out that when we analyse word meanings we should distinguish two separate concepts called "denotational" and "connotational meaning". So lexical,

meaning is not homogenous either and may be analyzed as including denotational and connotational components.

As we know one of the functions of words is to denote concepts, things and so on. Users of a language cannot have any knowledge of the objects and phenomena of the real world around them unless this knowledge is ultimately embodied in words which have essentially the same meaning for all speakers of that language. This is the denotational meaning, i.e. that component of the lexical meaning which makes communication possible. The denotational meaning gives us the basic meaning of a word on the conceptual level (this is a dictionary definition). For example we know that a musician knows more about the music than a cook does, or that a physicist knows more about the atom than an anthropologist does. Nevertheless they use the words **music**, **atom** and understand each other.

The second component of the lexical meaning is the connotational component, i.e. the emotive charge and the stylistic value of the word. We should mention that the connotational meaning can be created thanks to different factors and they turn out to be more problematic. One aspect concerning the connotational meaning is the social meaning which varies between agegroups, sexes, social classes and cultures. Dialect can be a good example.

It is important to point out that words contain an element of emotive evaluation as part of the connotational meaning; e.g. when analyzing the synonyms **large**, **big**, **tremendous** and **like**, **love**, **worship** we observe the difference in the emotive charge of the members of these sets. The emotive charge of the words **tremendous**, **worship** is heavier than that of the words **large** and **like**.

The emotive charge forms part of the connotational component of meaning. We should not confuse it with emotive implications which mainly depend on the personal experience of the speaker, the mental imagery the word evokes in him.

Words differ not only in their emotive charge but also in their stylistic reference. Stylistically words can be subdivided into literary, neutral and colloquial layers.

The greater part of the literary layer of Modern English vocabulary are words of general use, possessing no specific stylistic reference and known as neutral words. Against the background of neutral words we can distinguish two major subgroups-**standard colloquial** words and **literary** or **bookish** words. This can be illustrated by comparing words almost identical in their denotational meaning, e. g. “**parent-father-dad**”. In comparison with the word **father** which is stylistically neutral, **dad** stands out as colloquial and **parent** is felt as bookish. The stylistic reference of standard colloquial words is clearly observed when we compare them with their neutral synonyms, e.g. **rot-nonsense**, etc. This is also true of literary or bookish words, such as, e.g; **to presume** (cf. **to suppose**) and others.

It is important to mention that literary words are not homogeneous. Besides general-literary (bookish) words we may single out various specific subgroups, namely: 1) terms or scientific words such as, e.g; **genocide**, **teletype**, 2) poetic words and archaisms such as, e.g; **ere**-“before”, **nay**-“no”. 3) barbarisms and foreign words, such as, e.g; **bon mot**- “a clever or witty saying”. The colloquial words may be subdivided into:

Common colloquial words.

Slang, i.e. words which are often regarded as a violation of the norms of Standard English, e.g. **dotty** for “insane”.

Professionalism, i.e. words used in narrow groups bound by the same occupation, such as, e.g; **a buster** for “a bomb”.

Jargonisms, i.e. words marked by their use within a particular social group and bearing a secret and cryptic character, e.g; **a sucker**- “a person who is easily deceived”.

Vulgarisms, i.e. coarse words which are not generally used in public, e.g. **hell, damn**, etc.

Dialectical words, e.g. **kirk**.

Colloquial coinages, e.g. **newspaperdom**.

So we can conclude that linguistic without meaning is meaningless and it is important to make differentiation between the types of meaning which make communication and mutual understanding possible.

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ԲԱՌԻՄԱՍՏԻ ՏԵՍԱԿՆԵՐՆ ԱՆԳԼԵՐԵՆՈՒՄ

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Աշխատությունը նվիրված է անգլերենում բառիմաստի տեսակների ուսումնասիրությանը: Աշխատանքը ընդհանուր գաղափար է հաղորդում իմաստաբանության վերաբերյալ՝ բառագիտության այն ճյուղի, որը զբաղվում է իմաստի ուսումնասիրությամբ: Աշխատության մեջ անդրադարձ է կատարվել տարբեր լեզվաբանների տեսակետներին և մոտեցումներին՝ նվիրված իմաստի սահմանմանն ու տարբերակմանը:

Աշխատանքում կատարվել է “Անգլերենում բառիմաստի տեսակների” տարբերակում՝ նշելով իմաստի այն կարևորագույն դերի մասին, որով հաղորդակցումը հնարավոր է դառնում: Իմաստի տարբերակումները կատարվել են՝ հաշվի առնելով այն փաստը, որ բառային իմաստը միատարր չէ, և այն բաղկացած է տարբեր բաղադրիչներից, որոնց համակցությունը կազմում է բառի ներքին իմաստային կառուցվածքը, և այդ հիմնական բաղադրիչներն են բառերի բառային և քերականական իմաստները: Կատարվել է նաև բառային իմաստի ուսումնասիրություն և տարբերակում՝ հաշվի առնելով բառի հուզական և ռճային երանգավորումները:

ВИДЫ ЗНАЧЕНИЙ СЛОВА В АНГЛИЙСКОМ ЯЗЫКЕ

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Работа посвящена исследованию значения слов в английском языке. Она дает общее представление о семасиологии-области лексикологии, которая занимается изучением значения слова.

В работе представлены различные точки зрения и подходы различных лингвистов по определению и классификации значения слова, дается классификация значений слов в английском языке, подчеркивается важная роль значения слова, делающая возможным процесс общения. При классификации учитывается тот факт, что значение слова не является однородным, а состоит из различных компонентов, сочетание которых составляет внутреннюю семантическую структуру слова, и этими компонентами являются лексические и грамматические значения слова. Приведенная нами классификация учитывает также эмоционально-стилистическую окраску слова.

THE MAIN DIFFERENCES BETWEEN FRENCH AND ENGLISH

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The Indo-European languages are a family of several hundred related languages and dialects, including most major current languages of Europe, the Iranian plateau, and South Asia and also historically predominant in Anatolia. With written attestations appearing since the Bronze Age, in the form of the Anatolian languages and Mycenaean Greek, the Indo-European family is significant to the field of historical linguistics as possessing the longest recorded history after the Afroasiatic family.

Indo-European languages are spoken by almost three billion native speakers, the largest number for any recognized language family. Of the twenty languages with the largest numbers of native speakers according to SIL Ethnologue, twelve are Indo-European: Spanish, English, Hindi, Portuguese, Bengali, Russian, German, Marathi, French, Italian, Punjabi, and Urdu, accounting for over 1.7 billion native speakers. Several disputed proposals link Indo-European to other major language families.

The most widely studied language family in the world is the Indo-European. There are a number of reasons for this. Many of the most important languages of the world are Indo-European. These languages are official or co-official in many countries and are important in academic, technical and world organizations. Among the most popular languages are: English, Spanish, French, German, Russian. More than half the world's population speak one or more of these languages either as a mother tongue or as a business language.

This article will put the emphasis on two predominant languages: English and French, which have been in active interaction due to historical events taken place throughout centuries. In the result of this interaction some linguistic phenomena have penetrated into each other making the languages similar in some aspects and different in the other ones. The main similarities and differences will be briefly introduced in this article as a guide for those who are interested in two languages.

English has now inarguably achieved global status. Whenever we turn on the news to find out what's happening in East Asia, or the Balkans, or Africa, or South America, or practically anywhere, local people are being interviewed and telling us about it in English.