

## РОЗДІЛ 5 ТЮРКСЬКІ МОВИ

УДК 811

### THE ROLE OF VALENCY IN LANGUAGE TEACHING

#### РОЛЬ ВАЛЕНТНОСТІ У ВИКЛАДАННІ МОВИ

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A comprehensive study of the word as the main unit of the language system is an important task of modern linguistics. The theory of valency has a great role in solving this problem, which continues to be one of the actual directions of modern linguistics. During the period of its existence, the theory of valency was formed in one of the most important areas of modern syntax, which contributes to the study of the content plan and expression plan in the language, the study of the compatibility of words and sentence structure, especially with regard to the verb vocabulary. The article is dedicated to the valency and how it can be used in teaching process. As you know, the word is combined with other words to the certain laws. Imitating the chemists, the linguists call such laws valency. Analyzing the words in different languages, questions constructing the sentences based on valency are investigated. On the one hand, the valency shows the connections with the verb, on the other hand, between the actant and circumstant.

**Key words:** valency, actant, logical valency, semantic valency, properties, linguistic units.

Комплексне вивчення слова як основної ланки мовної системи є важливим завданням сучасної лінгвістики. Теорія валентності відіграє велику роль у вирішенні цієї проблеми, яка продовжує залишатися одним з актуальних напрямів сучасної лінгвістики. За період свого існування теорія валентності була сформована в одній із найважливіших галузей сучасного синтаксису, що сприяє вивченню плану контенту і плану вираження в мові, вивченню сумісності слів і структури речення, особливо щодо дієслівного словника. Статтю присвячено валентності та тому, як її можна використовувати в навчальному процесі. Як відомо, слово поєднується з іншими словами за певними законами. Наслідуючи хіміків, лінгвісти називають такі закони валентністю. Під час аналізу слів різними мовами досліджуються питання побудови речень на основі валентності. З одного боку, валентність показує зв'язок із дієсловом, а з іншого – зв'язок між актантом та сірконстантом.

**Ключові слова:** валентність, актант, логічна валентність, семантична валентність, властивості, мовні одиниці.

Комплексное изучение слова как основного звена языковой системы является важной задачей современной лингвистики. Теория валентности играет большую роль в решении этой проблемы, которая продолжает оставаться одним из актуальных направлений современной лингвистики. За период своего существования теория валентности была сформирована в одной из важнейших областей современного синтаксиса, что способствует изучению плана контента и плана выражения в языке, изучению совместимости слов и структуры предложения, особенно в отношении глагольного словаря. Статья посвящена валентности и тому, как ее можно использовать в учебном процессе. Как известно, слово сочетается с другими словами по определенным законам. Подражая химикам, лингвисты называют такие законы валентностью. При анализе слов на разных языках исследуются вопросы построения предложений на основе валентности. С одной стороны, валентность показывает связь с глаголом, а с другой – связь между актантом и сирконстантом.

**Ключевые слова:** валентность, актант, логическая валентность, семантическая валентность, свойства, языковые единицы.

**Introduction.** The valency properties of the verbs of view in a systematic and complete way is described in this work. The study of the problem of verbal valency allows not only to formulate the rules according to which it is possible to predict the types of syntagmatic distribution of the verb, but also to correct these rules taking into account the action of various factors, such as pragmatic

meanings affecting syntagmatics, background knowledge.

The study of the combining properties of linguistic units inevitably leads to the theory of valency. Valency theory originated in the work of the French structuralist Lucien Tesnière, who borrowed this term from chemistry. Theory of dependency grammar valency plays a considerable role in his works. Two

East German linguists Helbig and Schenkel have published the first valency dictionary of “German verbs in the Wörterbuch zur Valenz und Distribution deutscher Verben” in 1968. It marks an important step in the development of the theory. Later numerous theoretical publications have established and have resulted in the publication of valency dictionaries not only for German but also for languages such as French, Rumanian and Latin.

As we see above, dictionaries has been firstly created in other countries, so its application to English has been relatively limited. The first studies devoted to the analysis of English complementation within a valency framework were written at European universities. Valency theory have pursued ideas similar to those of the valency approach in recent years. A certain neglect of valency theory among British and American linguistics cannot be denied. Many factors influenced this process. English in this century has finally replaced Latin as the language on which the theoretical analysis of language is based, so theories not originating from English may have received less attention in the English-speaking world; as far as foreign language teaching is concerned the fact that the concept of valency may appear to be particularly appealing for case languages may have been as important as the fact that for English there already was a long tradition of teaching materials and dictionaries taking account of such problems in a slightly different form. Given the standard of the coverage of verb complementation in general learner’s dictionaries such as the Longman Dictionary of Contemporary English or the Oxford Advanced Learner’s Dictionary it is perhaps not surprising that the English Valency Dictionary will be the first such dictionary for English.

Verb valency can be defined as the general and specific, variable linking ability of the verb, through which it can get into, often mutual, dependency relations with other linguistic elements. Valency can be described in both quantitative and qualitative terms at the morphosyntactic, logico-semantic as well as pragmatic or communicative level. Using valency features as classifying criteria, verbs can enter into valency classes and form valency patterns [4, p. 483].

The verb valency deserves special attention, and we will dwell on them in more detail. Words that fill the valency of the verb are called actants. This term belongs to the French linguist Lucien Tesnière. L. Tesnière was the first who expressed these ideas in modern linguistics. In the center of the sentence is an action, usually denoted by a verb. All other members of the sentence depend directly or indirectly on it. There are actants and circonstants in direct

dependence on the verb. Actants are correspond to the subject and objects in the traditional grammar, circonstants – circumstances. For example, in the sentence In the evening Adil met Firuz – Adil and Firuz – actants, in the evening – circonstant. The actants fill the two valencies of the verb to meet, the circonstant “in the evening” does not fill any valency: the expression of this meaning is not necessary for a given verb.

Valency is the grammatical characteristic which gives the number of arguments (actants) for which a particular verb subcategorises [15, p. 296]. Linguists distinguish 3 types of valency: logical valency, syntactic valency and semantic valency.

Logical valency is cotranslational and versatile. Under the concept of logical valency refers to the fact that correlation of phenomena of reality may be formulated as a well-known structure of the utterance. Linguistic realization of a predicate and arguments is not significant at this level.

**Semantic valency.** The notion of semantic valency proceeds from the fact that verbs require certain contextual partners with certain signs of meaning, while other contextual partners with other signs of meaning are excluded.

Of course, these different kinds of valency are closely related. But they are not identical. For example, the English verbs “to help” and “to support” are both identical in meaning, but differ in syntax implementation – to help + dative case, to support + accusative case. The same examples show in comparison with other languages. For example – referred to the corresponding English verbs of the Russian language – to help + dative, to support + accusative case, verbs of the German language – helfen + dative, unterstützen + accusative, where in spite of conceptual generality, the implementation is not common. It follows from all the above that only differentiation and connection between these different levels corresponds to the dialectic of the structure and function of the language.

If we take into account that language signs are a system, it becomes clear that the General connection of reality, consciousness and language in the special area of valency is manifested as the connection of logical, semantic and syntactic valency.

Yu.D. Apresyan divides valency into three types: semantic, lexical and syntactic. Semantic valency allows the connection of dictionary units in the presence of one particular semantic feature in the word, lexical – allows the connection of words only with a certain number of words, syntactic valency refers to the ability of individual dictionary units to control others or to be controlled [3, p. 11].

In determining the lexical and semantic valency can not be limited only to a statement of strict selection of lexical material. It should be noted that lexical valency is associated with such extralinguistic factors as logic of thinking and “sense of language”. “Sense of language” has no single definition, and those that exist in linguistics are vague. It seems therefore that the complete characterization of the lexical and semantic valencies you should not mention “sense of language” and the lexical-semantic tolerance vocabulary units.

L.M. Mitina expands the concept of valency, treating the latter not only to the word, but also to other linguistic elements. It distinguishes between linguistic probability and valency. “Valency is a fact of language. The speech is not the possibility of connections, and the connection is the realization of valency” [12, p. 47].

V. Admoni considers both concepts to be synonymous. Indeed, in the speech act themselves, i.e. the implementation of valencies. But we should not forget that “when analyzing the word valency, we mean not only the “implementation”, or rather the realized valency, but also the one that “sleeps”. Thus, in the full analysis of valency of a dictionary unit, one should also talk about the “potential realization of valency”. It can be infrequent or even only possible that implementation of the valencys” [1, p. 38]. Valency is a linguistic probability for the combination of lexical units with each other. The fact of compatibility-it has already happened. Thus it would be possible to speak about “realized and unrealized valency similar to active and passive vocabulary of each individual” [1, p. 111–117].

In the works of V. Admoni valency is considered as a dual phenomenon, because there is a division of valency into mandatory and optional. The valency of the word is denoted by V. Admoni as “societally possible”. Some of these matching possibilities are mandatory, i.e. without them part of the speech can not appear in the statement at all. Other matching features are optional, i.e. they are not necessarily available for grammatically correct statements.

This division of “combination capabilities” is not only an interesting idea in terms of further development of the theory of valency, but also has a purely practical significance in the teaching of a foreign language. Considering valency from the position of three types (logical, semantic and syntactic), we mean verb. This preference for the verb is justified by the fact that the verb is a core unit around which other members of the sentence are concentrated.

Functions of the verb and its nature lie in the center of attention. Therefore, the issues of valency of the verb are developed especially fully today. But

this does not exclude the possibility of considering valency and other parts of the speech.

The main difference in the concept of L. Tesniere and traditional grammar is that in traditional grammar two main members of the sentence are distinguished: subject and predicate [14, p. 122]. The subject refers to the verbal actants along with the objects, i.e. and the subject and the complement are equally participants in the action. For example: compare the sentences: I hear noise and the noise is heard for me. These sentences are similar and the place of the subject and the supplement are exchanged. Turning to translation of Russian sentences into other languages, we will encounter the fact that the subject in Russian will be transmitted by a supplement in another language. We most likely translate these two sentences as the same: I hear noise. Without delving into the valency of the word, we can not properly use it. Therefore, information about valencies is very important in the study of the language, it must be present in a good dictionary.

The determining role in distinguishing different meanings of a multivalued word, however, belongs to the lexical valency of a word, or the ability of a word to combine individual lexical units with others. Thus, the adjective deep means deep or serious, solid, fundamental. It is combined with nouns, but within the same grammatical construction of adjective + noun, the choice of is carried out in different ways. For deep in it's first sense, these are nouns that denote phenomena that has some physical properties, in particular depth. Nouns that choose deep in their other meaning form a group of names of phenomena of abstract order: thought, intellect, study, etc.

On the other hand, explanation of the lease situation does not require an obligatory indication of either the purpose or the reason for this situation. For example, the word grow means increase in its usual meaning. This verb, like other intransitive verbs, does not require and does not allow direct object, in the sense of “grow”, on the contrary, a direct object is necessary in the meaning of ‘done, become’, this verb is combined with the names of adjectives. Cf. vegetables, berries, finger-nails, fame, influence, taxes, prices grow; grow corn, cucumbers, cabbage, tomatoes, roses, sow, grow wheat, cucumbers, cabbage, tomatoes, roses; grow light, broad, strong, easy, thin, fat, to become light, wide, strong, thin, thick, etc. (Apresyan, 2009).

But in other languages transitivity also must be taken into consideration. For example: we take the word *yaz* “write” and add morpheme *dir*. This morpheme can be added to the transitive and intransitive verbs, it increases the valency of the verbs. Let's see changes of process below [2, p. 171].



Fig. 1. Transitive verbs



Fig. 2. Intransitive verbs

According to this Huddleston and Pullum’s classification, a verb is monovalent if it takes just one complement (Huddleston R., Pullum G., 2002, p. 9). In the following, Reza Hajizadeh presents an outline of the two classifications. We can see how the factor of transitivity influences valency. (i) mehdi xâbid-ø intransitive monovalent (ii) in be pâsox to bastegi dâr-ad intransitive bivalent (iii) ali dâvar Šod-ø intransitive (complex) bivalent (iv) man nâmeħ râ xând-am monotransitive bivalent 8 (v) ma ketab ra baray-e to xarid-im monotransitive trivalent (vi) rezâ baççe râ ali nâmid-ø monotransitive trivalent The above forms are translated as follows: (i) Mehdi slept (ii) It depends on your response (iii) Ali became a referee (iv) I read the letter (v) We bought the book for you (vi) Reza named the child Ali [6].

In Azerbaijani phrases “təyyarəyə, maşına, taksiyə minmək” *minmək* is not equivalent to a combination with the verb *sit*, but in this case the verb *take* will be used: take an airplane, a car, a taxi, a tram, etc. Other high-frequency English verbs, for example do, make, etc., also differ in their compatibility from Azerbaijani equivalents *etmək*, do the house – *evi təmizləmək*, do dishes, windows, floors – *qabları, pəncərələri, döşəmələri yumaq*, make well (poorly) – *yaxşı (pis) qazanmaq*, make a lawyer (a good teacher, a bad farmer, a good waiter, an excellent husband) – *hüquqşünas (yaxşı müəllim, pis fermer, yaxşı ofisiant, əla ər) olmaq*.

Emerged as a result of the specification of the field of reference of a particular word, these restrictions represent the greatest difficulty in the process of mastering a foreign language.

verb GIVE:

In a normal language, three valencies, subject, object, direct object.

I gave him the book.  
also possible with the sentence:  
I gave the book to him.  
*verb EXPLAIN*:  
I want to explain Murphy’s Law.  
At least two of them are required, subject and direct object.

And more often there is a third, indirect object phrase in which the preposition *to* is required:

I want to explain Murphy’s Law to you.

This verb is often misunderstood by the Russians, and they say it’s like Explain me, but this Russian translation should be explained to me. Valency is not transitivity. We are talking about valency, when we characterize the main component of the word combination, and this is not always a verb. It is the main component that realizes its valency with the help of dependent components.

One element is insufficient to grammatically correct statement [10, p. 5]. Thus, we are talking about one-, two-, three-valent verbs:

Table 1

Verb	Pronoun	Noun
To sleep	He	A child
To visit		His friend
To entrust		Frida
		Her baby
		A nurse

According to the valent features of these verbs, it will be possible to form the following grammatically correct sentences:

A child is sleeping.  
He is visiting his friend.

Frida entrusted her baby to a nurse.

In the event of violation of the valency rules, i.e. if the necessary terms of the sentence are not available for the verb, as the result we can have grammatically inferior sentences, as for example:

He is visiting.

Frida entrusted.

Thus, just as in chemistry, in order to obtain a complete connection, a certain number of atoms of element A is necessary to bind the atoms of element B and in linguistics: “to obtain a grammatically correct sentence with a verb, the number of other terms determined by the verb itself is necessary” [5, p. 56].

“Valency is not limited only by objects, but includes the subject, the groups of circumstantial words, subordinate clauses, adjectives, etc.” [7, p. 13]:

He lives with his parents not far from his girlfriend.

The verb to live – lives does not require any definite prepositional construction, but this is the need for the utterance to become grammatically correct. Precisely because the old grammatical concepts were not able to capture and explain all the features of the functioning of the word (verb) in the sentence, the introduction of the concept of “valency” in linguistics not only justified itself, but also proved its necessity.

#### **Conclusion:**

– During the writing of the work, through the achievement of the declared tasks, the objectives were achieved: the analysis of the available results of scientific research and literature on the problem of valency in modern English was carried out, various types of valency existing in the English language were studied, the basic syntactic structures of sentences were studied. The analysis of these sentences, in particular, the verbs found in these sentences, was also carried out to identify the most frequently used verbs for each syntactic structure. Description of valency properties of words is focused on the solution of communicative needs; it allows creating a new type of linguistic portrayal of words

– Modern linguistics have a large number of works devoted to both the development of theoretical problems and the study of valency properties of different parts of speech. If at the beginning of the appearance of the circle of application of the theory of valency was limited to the verb, the further development of the theory proved that not only the verb, but also other parts of the speech have valency properties. Currently valency properties are found not only in the verb, adjective and noun, but also in adverbs and official parts of speech. Special attention of linguists continues to attract questions of the valency of the verb is a language unit with the most complex and diverse potencies.

– Of the verb as a “sponge” soaks its value the main components referred them to the situation, which form its semantic structure. The properties of verb actants are determined by the properties of the participants’ denotative situation designated by the verb, as well as the relations between them. To express the object there are several ways, depending on the nature of the object. An object that has a spatiotemporal characteristic is expressed as part of a complex sentence; an object that does not have this property corresponds to a syntactic argument expressed as a noun in an accusatory case with or without a preposition.

– Valency ensures the combination of words, the syntactic connection between them in living speech, secondly, valency is realized, passes to the action and will have an external form in this syntactical connection between words. We need a lexical unit in those cases where the valencies do not receive a surface realization. Understanding the natural language text containing non- expressed obligatory valencies, assumes to find data pointing in a context or situation and how should these valencies be filled.

– Analyzing the verb in different languages, we conclude that valency has a great role in teaching. Knowing the valency can help to the deep investigation and memorizing the word and its meaning.

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УДК 811=512.161:82-84

## ДЖЕРЕЛА ПОХОДЖЕННЯ АФОРИЗМІВ У ТУРЕЦЬКІЙ МОВІ

### SOURCES OF ORIGIN OF APHORISMS IN TURKISH

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У статті розглянуто особливості турецьких афоризмів як образно-художніх формул, які вживаються в сучасній турецькій мові різних дискурсів, зокрема, розглядаються їх джерела походження. Встановлено, що основне призначення афоризмів у мові – бути засобом актуалізації уваги реципієнта. Експресивність, наявність стилістичного забарвлення та образність зумовлюють широкі можливості їх активного використання в медіа-просторі, ЗМІ, у тому числі а й у мові Інтернет-видань.

**Ключові слова:** афоризм, походження, джерело, семантика, турецька мова.

В статье рассмотрены особенности турецких афоризмов как образно-художественных формул, используемых в современной турецком языке различных дискурсов, в частности, рассматриваются источники их происхождения. Установлено, что основное назначение афоризмов в языке – быть средством актуализации внимания реципиента. Экспрессивность, наличие стилистической окраски и образность обуславливают широкие возможности их активного использования в медиа-пространстве, СМИ, в том числе и в языке Интернет-изданий.

**Ключевые слова:** афоризм, происхождение, источник, семантика, турецкий язык.

The article deals with the features of Turkish aphorisms as figurative artistic formulas used in modern Turkish language of various discourses, in particular, their sources of origin are considered. It is established that the main purpose of aphorisms in the language – to be a means of actualizing the attention of the recipient. Expressiveness, the presence of stylistic color and imagery determines the wide possibilities of their active use in the media space, the media, in particular in the language of Internet publications.

**Key words:** aphorism, origin, source, semantics, Turkish language.

**Постановка проблеми.** Афористичні висловлювання завжди привертала увагу науковців, тому вони ставали об'єктом досліджень багатьох наук (філософії, психології, літературознавства та ін.). Звичайно, афоризми також неодноразово аналізувалися з позицій лінгвістичної науки. Водночас зі зміною наукової парадигми змінились і підходи

до вивчення цього явища. Крім того, по мірі розвитку мови виникають нові афоризми.

**Аналіз останніх досліджень і публікацій.** Актуальність дослідження полягає у вивченні специфіки функціонування афоризмів у сучасній турецькій мові. Питанням афористики присвячені окремі дослідження таких вітчизняних