

# STRUCTURAL MODELS WITH ALTERNANTS OF THE PAREMIOLOGICAL UNITS WITH THE COMPONENT OF MODALITY IN ENGLISH, SPANISH AND TATAR LANGUAGES

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## Abstract

The article is devoted to a comparative analysis of structural and grammatical features with alternatives of paremiological units (PU) with a modality component in English, Spanish and Tatar languages. PU with this component are interesting for studying the linguistic worldview of the English, Spanish and Tatar 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. The topic of the research is relevant for modern linguistics in order to identify the features and structure of the PU of the English, Spanish and Tatar languages. The article discusses structural models with alternants and their features of expression in the compared languages. The general and particular types that use the modality component in the linguistic worldview, as well as their classification, are highlighted. The research results presented in the article are of interest to scientists studying the concepts of phraseological units in English, Spanish and Tatar languages. The results can be used both in the study and in the analysis of cultural and research problems, as well as the processes of language learning.

**Keywords:** modality, linguistics, component, paremiological units, alternants, grammar, structure.

## INTRODUCTION

With the study of paremiological units, there was a special interest in the study of the category of modality. In linguistics, the category of modality is little studied, especially in English,

Spanish and Tatar languages, which is the topic of this work.

The category of modality in modern linguistics belongs to one of the most complex, contradictory categories of study in linguistic theory. The nature of the origin of modality, as

well as its categorical affiliation, have been ambiguously established. There is also no single general classification of modality and its categories. Based on this, the question of modality is open and rather controversial, and therefore relevant.

Initially, modality was considered by such sciences as philosophy and logic. From which it follows that scientists of ancient philosophy were interested in the question of the emergence of modality. One of these was the great scientist - thinker and founder of modality - Aristotle. From a philosophical point of view, "modality was associated with the way of being of a certain object, event, or as an understanding, judgment about an object, some event, or phenomenon" (Ilyichev et al., 1983).

The study of the emergence of modality was considered not only from the side of logic and philosophy, but also from the side of linguistics. In this regard, the category of modality is considered and interpreted from the standpoint of the attitude of the utterance to reality, or as the attitude of the speaker to the utterance, i.e. prepositive basis of a statement or proposition. The supporters of the first interpretation are such scientists as A.V. Bondarenko (1984), V.V. Vinogradov (1950), L.S. Ermolaeva (1962), F.R. Zeynalov (1970) and others. Another definite one is supported by I.G. Koshevaya and Yu.A. Dubovskiy (1980) and others. Most authors, who interpreted modality as an expression of what is being expressed, add to reality that this very attitude comes from the speaker. The key factor in determining linguistic modality is the speaker's qualification of the utterance itself.

The concept of "linguistic worldview" first appeared in the works of L. Wittgenstein (1994), devoted to research in the field of philosophy and logic (Taştan et al., 2018). In the future, this term began to be used in other sciences, the center of which is the study of man and his interaction with the surrounding world. Modern linguists such as Yu.D. Apresyan (1995), N.D. Arutyunova (1993), A.P. Babushkin (1998), F.F. Fortunatov (1957), P.S. Gurevich (1998), Yu.M. Lotman (1987), G.V. Kolshansky (1961), V.N. Teliya (1996) consider the picture of the world as an ideal formation consisting of structurally organized components, having certain properties, performing its inherent functions, which develop naturally.

The category of modality, its content, and scope is interpreted in linguistic literature in different ways: from the purely logical concept of modality as an expression of truth (false utterance) (Zolotova, 1962) to the inclusion in the category of the modality of the expression of any, including the emotional, attitude of the speaker to the content of the utterance (Petrov, 1982).

## Methods

One of the most notable theoretical works on the differentiation of the concepts of proverbs is the typological classification of G.L. Permyakov (2001). It states that "a proverb is a grammatically complete (having the form of a sentence) utterance with a figurative motivation of general meaning, i.e. requiring an extended interpretation". Despite the presence of theoretical works on paremiology, there are few special studies in Spanish studies devoted to proverbial sayings. Among them, the work of X stands out. J. Sevilla Munoz and J. Cantera Ortiz de Urbina (2002), "Vida e interculturalidad del refrán. Pocas palabras bastan".

D. Lyons (1978) distinguishes two classes of sentences by the nature of modality: imperative (express order or instruction) and interrogative (express additional modal signs, on certain expectations of the speaker). D. Lyons (1978) also finds in different languages various ways of grammatical expression of the speaker's attitude to the content of the utterance.

## Results and Discussion

During the study, we found that the structural models of PU with a modality component, with a subordinate structure, have alternatives with them both in English and in Spanish and Tatar.

In English, alternants are pronouns one -, one's, oneself - one, that, somebody - someone and something - something that are part of PE (Nemov, 2003).

Alternants can be replaced by other pronouns, numerals, nouns or phrases, in accordance with the requirements of the speech situation.

The pronoun one is usually replaced by one of the personal pronouns in the object case, the

pronoun one's - one of the possessive pronouns, for example, in English: one man may steal a horse while another may not look over a hedge - he can steal a mare, but he cannot dare to look over the fence; one can do everything, and the other can do nothing.

The pronoun somebody is replaced by one of their personal pronouns, nouns or a variable phrase, somebody's - one of the possessive pronouns, a noun in the genitive case or a variable phrase with a noun in the genitive case, something - a noun, variable phrase or sentence, for example: if two men ride on a horse, one must sit behind - when two people are riding one horse, one must always sit behind. The modal verb must in this PU speaks of the obligation and necessity of this action.

In Spanish, a PUs with a modality component includes alternants *alguien* - one, someone, algo - something, something, *el que*, *quien* - to whom, who in the meaning of the alternant one, one's, *alguien* in the meaning of somebody and *algo* - something in English. These alternatives in PU are used to enhance the meaning of the significant part that is next to it.

For example, a proverb with an alternate *alguien*: *al que Dios quiere castigar le quita la razón* - whoever God wants to punish, He first deprives him of reason.

For example, a proverb with the alternant *quien*: *quien puede ser libre, no se cautiva* - who can be free will not sit in a golden cage.

For example, proverbs with a modality component with an alternant *el que*: *el que no piensa pagar, no repara en inconvenientes* - whoever takes, bows down, and takes, so swears; *el que no tiene cabeza debe tener pies* - a bad head does not give rest to the legs; *el que quiere matar dos pájaros de un tiro, no mata ninguno* - you will chase two hares, you will not catch one.

In the Tatar language, the PUs with a modality component includes alternants *бер* - someone, *берсе* - some, someone who has the meaning of one's alternative in English, *кемдер* - someone who has the meaning of alternant somebody, *нәрсәдер* - something in English language. These alternatives in PU with a modality component are used to enhance the meaning of the adjacent significant part of speech.

We have found the following PU with a modality component, wearing two alternants *бер* and *нәрсәдер*: *кемнең бернәрсә дә юк, аннан куркырга кирәкми* - whoever has nothing has nothing to fear.

We found the following PU with a modality component, wearing an alternate *нәрсәдер*: *әгәр кешедә нәрсә дә булса бар, авызы булачак ихтыяж* - if the hand has something, the mouth will endure the need; *янгыннан соң нәрсә дә булса кала, ә су басудан соң - берни дә* - after a fire, something remains, and after a flood, nothing.

We found the following PUs with a modality component with an alternant *бер*: *ике уйла, бер эшләп аларсың* - think twice and try to do it only once; *ике карбыз бер кулга сый алмыйчак* - you can't fit two watermelons in one hand; *ике тапкыр уйларсың, бер тапкыр эшли алырсың* - think twice, you can only do it once; *ике тапкыр ятарсың, тик бер төш күрә алырсың* - you will lie down twice, and you will be able to see only one dream.

We found the following PUs with a modality component with an alternant *кемдер*: *кемдер, әлбәттә, Сөләйманның Аллага тугры булып калыр өчен мөмкинлекләре иң зур булган дип уйларга мөмкин* - someone probably would have had a chance to believe that God this is Solomon; *кемдер, бәлки, өйдәге берәр проблема, ә кемдер башка нәрсәдер турында борчылып утырадыр* - someone worries about the family, someone is worried about something else; *булмый кеше һич тә ялгыз гына - кемдер йөри аны күзәтеп* - a person is never alone - someone is sure to follow him; if we remember this principle, it will be easier for us to apologize when someone thinks that we have acted unfairly with him.

## Conclusion

The comparative study of three languages with the category of modality is of theoretical and practical importance. The study allowed us to identify similar and distinctive features, to better understand the nature of the origin of the category of modality in the studied languages.

Thus, the common language for the compared languages is the presence of pronouns and numerals in the structural models. The vertices

in the languages we study are made up of a modal verb, a semantic verb, and a noun. Specific for the Spanish language is the model, which includes a noun, a pronoun. Specific for the Tatar language are generalized personal sentences, as well as the largest number of PUs with a modality component with an alternate бeр and кемдеp.

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