

Kulpash Koptleuova^{1*}, Abdyzhalil Akkuzov²^{1*}Corresponding author, Candidate of Philological Sciences, Baishev University, Kazakhstan, Aktobe, ORCID: 0000-0002-7385-6585 E-mail: koptleuovak@mail.ru²Candidate of Philological Sciences, Tashenev University, Kazakhstan, Shymkent, ORCID: 0000-0002-5433-9355 E-mail: accozov66@mail.ru**ENGLISH AND RUSSIAN EDUCATIONAL PHRASEOLOGISMS**

Abstract. The purpose of our study is not only to analyze educational phraseologisms from a semantic and structural point of view, but also to determine the ratio of motivated and unmotivated phraseology. While doing our research we have used the following methods: literature review, descriptive method, analysis and synthesis methods. Results: we believe that motivated phraseologisms prevail over unmotivated phraseologisms in English and Russian. Having analyzed the 30 most frequently used phraseological units on the topic of “education”, we can confirm that the ratio of motivated phraseological units in both languages is significantly higher than unmotivated ones. Namely: in the English language, among 30 set expressions, there are 20 motivated phraseological units, which is 67% of the total, and 10 unmotivated phraseological units, which is 33%. As for the Russian language, the picture is the same: we have 20 motivated phraseological units, which is 67%, and 10 unmotivated ones, that is, 33%. In general, the percentage of motivated and unmotivated phraseological units in both languages is the same: 67% motivated set expressions and 33% unmotivated. The results obtained in the process of studying phraseological material can be used in compiling dictionaries, teaching aids for students studying Russian and English.

Keywords: phraseological unit; idioms; motivated; non-motivated; expression**For citation:** Koptleuova K., Akkuzov A. English and Russian Educational Phraseologisms. *Tiltanym*, 2024. №3 (95). P. 51-59.DOI: <https://doi.org/10.55491/2411-6076-2024-3-51-59>**Күлпаш Балапанқызы Көптлеуова^{1*}, Абдыжәлил Абуталипұлы Аккузов²**^{1*}автор-корреспондент, филология ғылымдарының кандидаты, Баишев университеті, Қазақстан, Ақтөбе қ., ORCID: 0000-0002-7385-6585 E-mail: koptleuovak@mail.ru²филология ғылымдарының кандидаты, Ж. Тәшенев атындағы университет, Қазақстан, Шымкент қ., ORCID: 0000-0002-5433-9355 E-mail: accozov66@mail.ru e-mail:**АҒЫЛШЫН ЖӘНЕ ОРЫС ТІЛДЕРІНДЕГІ
«БІЛІМ БЕРУ» ТАҚЫРЫБЫНДАҒЫ ФРАЗЕОЛОГИЗМДЕР**

Аңдатпа. Зерттеу жұмысымыздың мақсаты – «білім беру» тақырыбындағы фразеологиялық бірліктерді семантикалық және құрылымдық тұрғыдан талдап қана қоймай, уәжді және уәжсіз тұрақты тіркестердің арақатынасын анықтау. Зерттеу барысында келесі әдістер қолданылды: әдебиетке шолу, сипаттамалық әдіс, талдау және синтез әдістері. Нәтижелер: ағылшын және орыс тілдерінде уәжді фразеологизмдер уәжсіз фразеологизмдерден басым деп есептейміз. Себебі «білім беру» тақырыбы бойынша ең жиі қолданылатын 30 фразеологиялық бірліктерге талдау жасай отырып, екі тілдегі уәжді фразеологиялық бірліктердің арақатынасы уәжсіздерге қарағанда айтарлықтай жоғары екеніне көзіміз жетті. Нақты айтсақ: ағылшын тілінде 30 тұрақты сөз тіркесінің 20-сында уәжді фразеологизм бар, бұл жалпы санның 67%-ын құрайды, қалған 10 уәжсіз тіркес 33%-ды құрайды. Орыс тілінде тура осы жағдай: 30 тұрақты сөз тіркесінен алынған 20 уәжді фразеологизм 67%-ды, қалған 10 уәжсіз тіркес 33%-ды құрайды. Жалпы, екі тілдегі уәжді және уәжсіз фразеологиялық бірліктердің көрсеткіші бірдей: 67% уәжді тұрақты сөз тіркесі және 33% – уәжсіз. Фразеологиялық материалдарды зерттеу барысында алынған нәтижелерді орыс және ағылшын тілдерін оқитын студенттерге арналған сөздіктерді, оқу-әдістемелік құралдарды құрастыруда пайдалануға болады.

Тірек сөздер: фразеологиялық бірлік; идиомалар; уәжді; уәжсіз; фраза**Сілтеме жасау үшін:** Көптлеуова К.Б., Аккузов А.А. Ағылшын және орыс тілдеріндегі «білім беру» тақырыбындағы фразеологизмдер. *Tiltanym*, 2024. №3 (95). 51-59-бб. (ағыл. тілінде)DOI: <https://doi.org/10.55491/2411-6076-2024-3-51-59>

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ФРАЗЕОЛОГИЗМЫ НА ТЕМУ «ОБРАЗОВАНИЕ» В АНГЛИЙСКОМ И РУССКОМ ЯЗЫКАХ

Аннотация. Цель нашего исследования – не только проанализировать фразеологизмы по теме «образование» с семантической и структурной точки зрения, но и определить соотношение мотивированных и немотивированных фразеологизмов. При проведении исследования мы использовали следующие методы: обзор литературы, описательный метод, методы анализа и синтеза. Результаты: полагаем, что в английском и русском языках мотивированные фразеологизмы преобладают над немотивированными фразеологизмами. Потому что проанализировав 30 наиболее часто употребляемых фразеологизмов по теме «образование», мы можем точно подтвердить, что соотношение мотивированных фразеологизмов в обоих языках значительно выше, чем немотивированных. А именно: в английском языке среди 30 устойчивых выражений 20 мотивированных фразеологизмов, что составляет 67% от общего количества, и 10 немотивированных словосочетаний, что составляет 33%. Что касается русского языка, то картина та же: опять же имеем 20 мотивированных фразеологизмов, что составляет 67%, и 10 немотивированных, то есть 33%. В целом процентное соотношение мотивированных и немотивированных фразеологизмов в обоих языках одинаковое: 67% мотивированных устойчивых выражений и 33% немотивированных. Результаты, полученные в процессе изучения фразеологического материала, могут быть использованы при составлении словарей, учебно-методических пособий для студентов, изучающих русский и английский языки.

Ключевые слова: фразеологическая единица; идиомы; мотивированный; немотивированный; фраза

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Introduction

The relevance of the research is that phraseological units are more informative than words, and their communicative load is higher in the process of communication. Phraseologisms or idioms, as some linguists call them, characterize the most colorful, artistic and vivid element of the language's lexis.

If the shades and colors of vocabulary can be figuratively described as synonyms, phraseological units can be seen as a kind of picture gallery, containing bright and humorous sketches of customs, traditions, and prejudices, as well as memories and fragments from the history of a people. This gallery also contains folklore, songs, and tales, as well as quotes from great poets, along with dubious gems of utilitarian wisdom, and crude slang witticisms. Because phraseology is not only most colorful, it also permeates the most democratic part of the vocabulary and draws its inspiration mainly from the depths of everyday language.

We chose this topic because it is very interesting to analyze the language that people speak. Throughout our life we come across various sayings, proverbs, idioms, phraseological units; use them in the speech in such a way that it is open, lively, interesting and draws the attention of the opponent. The aim of the research is to analyse Russian and English educational phraseologisms from the perspective of their semantics and structure, and to determine which type of phraseologisms is dominant: those that are unmotivated or those that are motivated.

Materials and methods

As the aim of the study is to elucidate the rate of motivated and unmotivated phraseologisms, V.V. Vinogradov's classification is the most suitable for the investigation, since it helps easily specify which regular phrases are phraseologisms and which are totally unmotivated or clearly motivated phraseological units or combinations. His classification is based on the unit's motive, or the link between the whole's meaning and the meanings of its constituent pieces. It means that phraseologisms were defined and classed as lexical complexes with certain semantic properties.

To determine the structural features of phraseologisms, we applied I.V. Arnold's classification which is built on the analogy of a regular expression in speech to a certain class of words. His classification is based on the syntactic function of phraseological units: 1) Noun phraseologisms which

show persons, objects, all lively things, etc; 2) Verb phraseologisms that indicate an action, a state or a feeling; 3) Adjective phraseologisms that sign a quality.

By selecting the 30 most frequently used phraseological units on the subject of “Education”, each phraseological unit has one or more components directly related to this topic, we based on the thematic classification of L.P. Smith, because it is a traditional and ancient principle for classification of phraseologisms corresponding to their initial content.

The methodology for identifying frequently used phraseological units is as follows: First, we observed what idioms, collective phrases, phraseologisms are applied in the speech of students and teachers in class, in their free time and extracurricular activities. Then we conducted a survey among students and teachers.

The survey included 100 different phrases, idioms, expressions associated with the topic “Education” in English and Russian. The students and teachers were asked to mark the ones they used mostly or heard the most.

Additionally, we interviewed 35 students and teachers, asking what phraseologisms they remember and can name in English or Russian on the topic “Education”.

After that, we reviewed the questionnaires, collected material from observations and interviews and chose the 30 most frequently used phraseologisms.

Literature review

V.H. Collins, in his *Handbook of Idioms in English*, writes: “In today's standard spoken and written English, idiom is a well-established and important element in embellishing and enriching the language when carefully used” (Collins, 1958). Phraseological units are given different definitions by different scientists: set expression, phraseme, a word equivalent, idiom (Arnold, 1981; Vinogradov, 1986).

Phraseologisms are widespread in all branches of the language, but despite this – or precisely because of this – it has emerged as an independent discipline only relatively recently. In the literature related to phraseology, it is presented as a branch of Lexicology which is not individual words, but expressions. These multiword units (MWU) are classified into several subtypes based on the level of semantic non-compositionality, syntactic stability, lexical constraints, and institutionalization. However, due to their close relationship with several other branches of Linguistics, such as Morphology, Syntax, Semantics and Discourse, the boundaries between these branches are not always clear. As a result, linguists often disagree about which groups of MWUs should be considered part of the field of Phraseology. For example, complex words and grammatical phrases are often included in this category. This difficulty in precisely defining what constitutes an idiom is further compounded by their dynamic nature and the synchronic and diachronic changes they undergo (Macmillan English Dictionary for Advanced Learners, 2003).

Despite great disagreements on the issue of terminology and typology of phrases among philologists, as well as the boundaries of idioms, they agree that idioms represent a continuum on which phraseological units are based, the most ambiguous and stable of them and, on the other hand, the most transparent and changeable (Cowie, 2001: 1-20; Cowie, 2001; Azhnyuk et al., 2001; Gaatone, 1997: 165-177; Giegerich, 2004: 1-24; Gläser, 1988; Gross, 1996: 78). One of the main goals of linguists who work within this field is to find linguistic criteria that can help us differentiate between different types of idioms (for example, phrases and idioms, or complete and semi-complete idioms). These criteria are especially important for identifying the most variable and obvious idioms, which are often considered to be outside the realm of phraseological analysis, as they have only syntactic and semantic limitations (Cowie, 1998: 6).

A recent approach to idioms, originating from the pioneering lexicographical work of Sinclair (Sinclair, 1987) and commonly referred to as the statistical or frequentist approach (Moon, 1998), turned idioms upside down. A bottom-up corpus-based approach is used to identify lexical phrases, rather than a top-down approach that defines phraseological units based on linguistic criteria. This inductive approach generates a wide range of collocations that do not fit into predefined linguistic categories (Kunin, 2007). It opened up a “wide field of syntagmatic searches” (Sag, Baldwin, Bond, Copestake, Flickinger, 2002: 1-15), sequences such as frames and collations, as well as “syntactically

and semantically compositional”, but occurs with significantly higher frequency (in this context)” (Oxford Learners' Dictionary of English Idioms, 2008).

Unlike the supporters of the classical view of Phraseology, Sinclair and his opponents are much less concerned with distinguishing between different classes and subclasses of phraseology or, more generally, with delineating clear boundaries of phraseology. In Sinclair's concept, idioms have a central place: phraseological units have priority over lexical units. This radical approach has been criticized. For example, Gaatone (1997) welcomes the increasing significance given to multi-word units, but cautions against treating everything as phraseological.

Results and discussions

Having collected the needed content for the research, we have completed the semantic and structural analysis of the selected word classes.

Semantic classification:

1) “*All Greek to me*” – this is a phraseological fusion, since its constituents represent the higher stage of blending together as they can't exist independently and the meaning of constituents is entirely absorbed by the meaning of the whole. This word-group is specific only for English and cannot be translated literally e.g. into Russian. Thus, this phraseologism is non-motivated.

2) “*Back to the drawing board*” – again we come across with the phraseological fusion, because its constituents represent the highest level of connection with each other since as they are not able to exist independently and the meaning of constituents is entirely absorbed by the meaning of the whole. This word-group is specific only for English and cannot be translated literally e.g. into Russian. Thus, this phraseological unit is non-motivated.

3) “*Brain drain*” – this set expression according to Academician V.V. Vinogradov is a phraseological unity, because the emotional quality is based on the image created by the entire phrase. In addition, this phraseological unit is easily translated in other languages, so we may say it is international and according to classification, this word-group is motivated.

4) “*By the book*” – this idiom is a phraseological fusion, because its constituents represent the highest level of connection with each other since they are not able to exist independently and the meaning of constituents is entirely absorbed by the meaning of the entire phrase. This word-group is specific only for the English language and cannot be translated literally e.g. into Russian. Thus, this phraseological unit is non-motivated.

5) “*Closed chapter*” – this set expression is a phraseological combination because here words are combined in the original meaning and they retain their full lexical independence, although they may be limited in their ability to combine with other words. The word “closed” is utilized in its direct meaning but the word “chapter” is used here figuratively. It means not a part of the book but a certain period of life or our experience in the past. And this phraseological unit according to classification is a motivated one.

6) “*Do one's homework*” – it is a phraseological fusion, because its constituents represent the highest level of connection with each other since they cannot exist independently and the meaning of constituents is entirely absorbed by the meaning of the whole. This word-group is specific only for English and cannot be translated literally e.g. into Russian. Thus, this phraseologism is non-motivated.

7) “*Find common language with someone*” – a regular phrase academician V.V. Vinogradov means phraseological unity, as the quality is based on the picture created by the whole. In addition, this phraseological unity can be easily translated in other languages, so we may say it is of international meaning and according to classification, this word-group is motivated.

8) “*Golden rule*” – again we see a bright example of the phraseological unity because the emotional quality is based on the image created by the whole. In addition, this phraseological units is easily translated in other languages, so we may say it is international and according to classification, this word-group is motivated.

9) “*Know all the answers*” – this set expression according to Academician V.V. Vinogradov is a phraseological unity, because the emotional quality is based upon the image created by the whole. Also, this phraseological unit is easily translated in other languages, so we may say it is international and according to classification, this word-group is motivated.

10) *“Learn the ropes”* – this set expression refers to the third type of phraseological unit that is phraseological combinations because here words are combined in the original meaning. The word “to learn” is used in its literal sense but the word “ropes” is used here figuratively. And this phraseological unit according to classification is a motivated one.

11) *“The old school tie”* – here we come across with the phraseological fusion as its components represent the higher stage of blending together as they cannot exist independently and the meaning of components is fully absorbed by the meaning of the whole. This word-group is specific only for English and cannot be translated literally e.g. into Russian. Thus, this phraseologism is non-motivated.

12) *“Read smb. like a book”* – this set expression refers to the second type of phraseological unit that is phraseological unities because the emotional quality is based upon the image created by the whole and the expression has a metaphorical meaning rather than a direct one. In addition, this phraseological unit is easily translated in other languages, so we may say it is international and according to classification, this word-group is motivated.

13) *“Slip one’s memory”* – this set expression according to Academician V.V. Vinogradov is a phraseological unity, because the emotional quality is based upon a whole created image and has the possibility of synonymic replacement, i.e. we can use the synonym “to forget”. Also this phraseological units is easily translated in other languages, so we may suggest it is international and according to classification this word-group is motivated.

14) *“Teach smb a lesson”* – again this word-group is a phraseological unity as the emotional quality is based on the image created by the whole and it has the possibility of synonymic replacement, i.e. we can use the synonym “to punish”. Also this phraseological unity is easily translated in other languages, so we may say it is international and according to classification this word-group is motivated.

15) *“Hit the books”* – this phrase is a phraseological fusion, because its components represent the highest level of connection with each other since they are not able to exist independently and the meaning of components is fully absorbed by the whole meaning. This word-group is specific only for English and cannot be translated literally e.g. into Russian. Thus this phraseological unit is non-motivated.

The same work that we do with phraseological units in English, we do in Russian. Let’s take the same set expressions:

1) *“Китайская грамота”* – this combination is a phraseological fusion, as its constituents represent the highest level of connection with each other since they are not able to exist independently and the meaning of components is entirely absorbed by the whole meaning. This word-group is specific only for Russian and cannot be translated literally e.g. to English. Thus this phraseological unit is non-motivated.

2) *“С азов”* – unlike the English language in Russian this word-group is a phraseological unity because the emotional quality is based on the image created by the whole and it has the possibility of synonymic replacement, i.e. we can use the synonym “сначала”. Also this phraseological unit is easily translated in other languages, so we may say it is international and according to classification this word-group is motivated.

3) *“Утечка мозгов”* – according to Academician V.V. Vinogradov’s classification is a phraseological unity, as the emotional quality is based on the image created by the whole. Also, this phraseological unit can be simply translated into other languages, so we can suggest that it is of international origin and this group of words is motivated by classification.

4) *“По букве закона”* – it is a fusion, since its constituents represent the highest level of blending together as they cannot be used independently and the meaning of constituents is totally absorbed by the meaning of the whole. This word-group is specific only for Russian and cannot be translated literally e.g. into English. Thus, this phraseologism is non-motivated.

5) *“Перевернутая страница”* – again we come across with the phraseological fusion as its components represent the highest level of blending together since they cannot be used independently and the meaning of constituents is fully absorbed by the whole meaning. This word-group is specific only for Russian and cannot be translated literally e.g. into English. Thus this phraseological unit is non-

motivated.

6) “*Не терять времени даром*” – this set expression is a phraseological combination because here words are combined in the original meaning and they retain their full semantic independence although they are restricted in their combinative power. And this phraseological unit according to classification is a motivated one.

7) “*Найти общий язык*” – this set expression is a phraseological unity as the emotional quality is based upon the image created by the whole and the expression has a metaphorical meaning rather than a direct one. In addition, this phraseological unit is easily translated in other languages, so we may say it is international and according to classification, this word-group is motivated.

8) “*Золотое правило*” – unlike the English language we come across with the phraseological fusion as in Russian its components represent the higher stage of blending together as they cannot be used independently and the meaning of components is completely absorbed by the meaning of the whole. This word-group is specific only for Russian and cannot be translated literally e.g. to English. Thus this phraseological unit is non-motivated.

9) “*Быть семи пядей во лбу*” – this set expression is a phraseological combination because here words are combined in the original meaning and they retain their full semantic independence although they are limited in their combinative power. And this phraseological unit according to classification is a motivated one.

10) “*Изучить азы*” – this set expression is a phraseological combination because here words are combined in the initial value. The word “изучить” is used in its literal sense but the word “азы” is used here figuratively, in non-free phraseologically connected meaning. And this phraseological unit according to classification is a motivated one.

11) “*Школа старых галстуков*” – in Russian this word-group also belongs to the third type of phraseological unit that is phraseological combinations because here words are combined in the original meaning and they retain their full semantic independence although they are limited in their combinative power. And this phraseological unit according to classification is a motivated one.

12) “*Насквозь видеть кого-либо*” – this set expression refers to the second type of phraseological unit that is phraseological unities because the emotional quality is based upon the image created by the whole and the expression has a metaphorical meaning rather than a direct one. Also this phraseological unity can easily be translated in other languages, so we may say it is international and according to the classification it is motivated.

13) “*Выскочить из памяти*” – this set expression according to Academician V.V. Vinogradov is a phraseological unity, because the emotional quality is based upon the image created by the whole and it has the possibility of synonymic replacement, i.e. we can use the synonym “забыть”. Also this phraseological unity is simply translated in other languages, so we may suggest it is international and according to the classification it is motivated.

14) “*Преподавать урок*” – in Russian this set expression is a phraseological fusion, because its components represent the higher stage of blending together as they cannot be used individually and the meaning of constituents is fully absorbed by the meaning of the whole. This word-group is specific only for Russian and cannot be translated literally e.g. to English. Thus, this phraseological unit is non-motivated.

15) “*Грызть гранит науки*” – this phrase is a phraseological fusion, because its components represent the highest level of connection with each other since they are not able to exist independently and the meaning of components is fully absorbed by the whole meaning. Thus this phraseological unit is non-motivated.

Such a procedure is done with all 30 phraseological units in both languages.

Structural analysis of phraseological units in English and Russian. Then we examined fixed expressions but this time structurally based on the classification of I.V. Arnold (according to the meaning of the part-of-speech). We take each phraseological meanings, firstly in English and studied it. Here are some phraseological units:

1) “*All Greek to me*” – adverbial phraseological unit (Adv+prp+N), as it describes the way of doing something and acts as an adverb in a sentence.

- 2) “*Back to the drawing board*” – adverbial phraseological unit (Adv+prp+N), performs the role of an adverb in the sentence.
- 3) “*Brain drain*” – is a nominal phraseological unit, as it functions as a noun and carries the meaning of an object.
- 4) “*By the book*” – adverbial phraseological unit (prp+N), as it means a manner of action and performs the role of an adverb in the sentence.
- 5) “*Closed chapter*” – nominal phraseological unit (Adj+N), nominal phraseological unit (N+N), as means an object and performs the role of a noun in the sentence.
- 6) “*Do one’s homework*” – verbal phraseological unit (V+one’s+V), denotes an action and functions like a verb in the sentence.
- 7) “*Find common language with someone*” – verbal phraseological unit (V+ subordinate clause), expresses an action and performs the function of a verb in the sentence.
- 8) “*Golden rule*” – nominal phraseological unit (Adj+N), nominal phraseological unit (N+N), as expresses an object and plays the role of a noun in the sentence.
- 9) “*Know all the answers*” – verbal phraseological unit (V+N), implies an action and carries on the role of a verb in the sentence.
- 10) “*Learn the ropes*” – verbal phraseological unit (V+N), implies an action and carries on a function of a verb in the sentence.
- 11) “*The old school tie*” – nominal phraseological unit (Adj+N), nominal phraseological unit (N+N), because it denotes an object and performs the function of a noun in the sentence.
- 12) “*Read smb like a book*” – verbal phraseological unit (V+prp+N), denotes an action and functions like a verb in the sentence.
- 13) “*Slip one’s memory*” – verbal phraseological unit (V+one’s+N), denotes an action and functions like a verb in the sentence.
- 14) “*Teach smb a lesson*” – verbal phraseological unit (V+N), denotes an action and functions like a verb in the sentence.
- 15) “*Hit the books*” – verbal phraseological unit (V+prp+N), denotes an action and functions like a verb in the sentence.

The same we do with phraseological units in Russian. But unlike the English language in Russian as it has been mentioned above the linguists point out only two groups (nominal and verbal or communicative and nominative), thus we have the following:

- 1) “*Китайская грамота*” – nominal phraseological unit (N+N).
- 2) “*С азов*” – nominal phraseological unit (prp+N).
- 3) “*Утечка мозгов*” – nominal phraseological unit (N+N).
- 4) “*По букве закона*” – nominal phraseological unit (N+N).
- 5) “*Перевернутая страница*” – nominal phraseological unit (N+N).
- 6) “*Не терять времени даром*” – verbal phraseological unit (V+N+adv)
- 7) “*Найти общий язык*” – verbal phraseological unit (V+N)
- 8) “*Золотое правило*” – nominal phraseological unit (N+N).
- 9) “*Быть семи пядей во лбу*” – verbal phraseological unit (V+N)
- 10) “*Изучить азы*” – verbal phraseological unit (V+N)
- 11) “*Школа старых галстуков*” – nominal phraseological unit (N+Adj+N).
- 12) “*Насквозь видеть кого-л.*” – verbal phraseological unit (V+N)
- 13) “*Выскочить из памяти*” – verbal phraseological unit (V+N)
- 14) “*Преподавать урок*” – verbal phraseological unit (V+N)
- 15) “*Грызть гранит науки*” – verbal phraseological unit (V+N)

The same procedure is done with all 30 phraseological units both in the English and Russian languages.

Having analysed all 30 set expressions on the topic “education” in the English and Russian languages, we’ve got the following statistical results: 1) according to the semantic classification of V.V. Vinogradov we have 10 phraseological fusions, that makes 33% of the whole; 13 phraseological unities (43%) it also proves V.V. Vinogradov’s classification in which it is said that phraseological

unities are the most numerous and 7 phraseological combinations (24%). Due to these results we have 20 motivated phraseological units (67%) and 10 non-motivated ones (33%) (in English). As for the Russian language we have the following: 12 phraseological units (40%); 8 phraseological combinations (27%) and 10 phraseological fusions that constitute 33%. So we have 20 motivated phraseological units (67%) and 10 non-motivated ones (33%).

2) according to the structural classification of I.V. Arnold based on parts-of-speech meaning we have 15 verbal phraseologisms (50%); 8 nominal phraseologisms (27%); 5 adverbial phraseologisms (17%); 1 adjectival (3%) and 1 phraseologism (3%) functioning like a noun. Therefore, we see that verbal phraseologisms prevail over others in English.

As for the Russian language we have the following: 16 verbal phraseologisms (53%) and 14 nominal ones (47%). Like in English in the Russian language verbal phraseologisms prevail over nominal phraseological units.

Conclusion

Drawing the conclusion of our research, we can see that phraseological units both in the English and Russian languages enrich vocabulary, make it more colourful, vivid and expressive. And it should be noted that a phraseologism is a complicated phenomenon that has plenty of considerable features, so it can be approached from different points of view.

Phraseological units just like other aspects of the language cause many discussions and disputes so having no common opinion of their definition or classification. But anyway we have tried to define semantic and structural peculiarities of these word-groups in the English and Russian languages taking Academician V.V. Vinogradov's and I.V. Arnold's classifications as a basis.

The aim of our research was not only analysis of phraseological units but also to determine correlation between non-motivated and motivated set expressions. So, having analysed 30 most frequently used phraseologisms on the topic "Education", we can precisely confirm that the ratio between motivated phraseological units in both languages is much higher than that of non-motivated ones. Facts speak for themselves: in the English language among 30 set expressions all in all we have 20 motivated phraseological units that make up 67% of the whole and only 10 non-motivated word-groups, it is 33%.

As for the Russian language, the picture is the same, there is only a tiny difference between the phraseological units and combinations' proportion: again we have 20 motivated phraseological units that constitute 67% and only 10 non-motivated word-groups, which is 33%.

On the whole the percentage proportion of non-motivated and motivated phraseologisms in English and Russian is equal that is 67% of motivated set expressions and only 33% of non-motivated ones.

So, we see that though the language develops, improves itself; day by day many new phraseological units appear but still people try to use more phraseological units and combinations because they are motivated and easy for understanding so that the ambiguousness of these set expressions wouldn't lead to various awful and unexpected consequences.

The practical significance of the study is that this material can be used as an additional source of information in the investigation of phraseological units and it is considered to be one of the stages on the path of further comparative research. We see prospects for further research of the problem in a more detailed study of phraseologisms in Russian, English and Kazakh languages.

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