TO THE QUESTION ON THE RESEARCH OF CONSTRUCTIONS OF VERBS (Transitivity and intransitivity)

Abstract: The distinction between transitive and intransitive verbs is important for the choice of the auxiliary verb in the formation of the compound tenses, for the formation of the passive voice and indeed for the learners of the FLE for their good translations.

Key words: verb, transitivity, intransitivity, object complement, direct, indirect.

Language: English

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Introduction

Choosing good presenters with good verbs in all situations was always a problem. It is a challenge that a user of French whose mother tongue is not higher and sometimes has trouble controlling it. When one learns one language from another, it is not uncommon to encounter difficulties.

Let us return then to understand these phenomena which are transitivity and intransitivity. First, it must be possible to imagine that the verb is certainly the most important word in the sentence. I would say that it is the heart. Sometimes, it will be an action (verb&action) or will present a state (state verb).

In addition, the action verbs are divided into three forms (active, passive, or pre-verbual voice). Celadit, the subject on which we will focus in this post concerns transitivity and intransitivity which is another of the many properties of the verb.

Traditional grammars define the object complement as "the person or object over which the action passes. This action is expressed by the verb and carried out by the subject. This conception of transitivity is defeated by many counterexamples.

Employed in a formal way, the notions of transitivity and intransitivity characterize the different types of constructs of the verb. From the point of view of the learner of FLE, we can say that transitivity is a purely formal criterion. But it is also very important to learn it and apply.

Materials and Methods

In French, unverbe can be said to be transitive. This is defined as a function of the verb object. A verbal construct is transitive when the verben has no complement. If we mean briefly, unverb is transitive, it can receive a complement, and intransitive it can not receive a complement.

The verbs expressing an action that passes directly on an object, that is to say, from the point of syntactical point of view, the verbs that can have a complement of direct object: I read the text. It recounts its history.

This complement of object is not necessarily expressed: She sings a song. She sings well. I'm reading a book. I read aloud. I read.

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It is possible to encounter direct or indirect verb transitive. The first give rise to a complement of direct
of indirect verbs, we will have a

The way to check it is to ask the question: the
dog listens who? Since the question is direct, we have
a direct complement of object which is its master. This
is why the verb listen is a direct verb transitive.

In the case of indirect verbs, we will have a
preposition which will slip between the verb and its
complement. It is because of this that we will say that
the complement is indirect. The verb is separated from
its complement by a preposition. Let us take the verb
obey.

In the sentence the dog obeys his master; we
obtain a complement of indirect object since the
question to ask is: The dog obeys to whom? From this
simple observation follows a fact.

Thus, two sentences constructed of the same
nature change if the verb is changed. From there, in
part, the importance of the verbs was increased earlier.

Let us now look at other examples: the phrase He
evokes his childhood is constructed from a direct verb
transitive (he evokes what? His childhood); while the
phrase He remembers his childhood is constructed from
an indirect transitive pronominal verb (he
remembers what? From his childhood).

The difference of meaning between the two
sentences is very slight. To evoke these memories are
two verbs whose meaning is very near and may, in this
particular situation, be interchangeable.

On the other hand, the nature of the two verbs
differs, since one is direct and the other indirect. This
brings us to one observation of primary importance:
several prepositions are attached to indirect verbs and
should be learned at the same time as the conjugation
of the verb.

This habit could greatly improve the use of
prepositions, since instead of tracing the English
constructions; one would understand the nature of the verb
in the third language, in this case, from the
acquisition of the verb, even as a basic vocabulary.

Conclusion

Finally, it must be borne in mind that some
people may use transitive methods directly and
indirectly depending on the situations, or they may be
trans- and intransitive depending on the situation. This
is the case of most verbs. Let’s take the verb fleurir.

We can say: The cherry blossoms (intransitive); and
we can say all the same: The nurse bloomed my
room (direct transitive).

We also find sentences such as: I think that I love
(direct transitive); and also: I think of you (indirect
transitive). They are always, in all cases, the same.

Translational verbs express actions that do not pass
on an object. The verb transitive, unlike the others,
cannot be separated from any object
complement, which is characterized by the non-
presence of an object complement (direct or indirect).

Ex: sleeping, falling, dying...

In fact, such creatures are never accompanied by
a direct complement because their properties make it
impossible to build them with a direct or indirect
object. The verb conjugative cannot have a direct or
indirect complement because the action described
only concerns the subject and can not extend to an
object.

There are special cases for the use of verbs that
need attention. Ilexes of the verbs ditransitifs which
canadmettre at the same time a COD and a COI that
one calls during COS (Supplement of second object).
For example, there is one man (COD) in Samère
(COS).

Someone can even build himself up with three
complements. He has translated this book of Latin into
several modern languages.

The distinction between trans- and intransitive
verbs is not absolute. Some verb can be
bothtransitiveandintransitive to the same form. This
change is accompanied by a more or less sensible
change of meaning. They are called verifiable orbiting
motionless.

Ex: the doghouse tail. (Transitive) the doghouse,
(intransitive).

The spring approaches (intransitive), Approach
your chair (transitive).

The courses finish at three hours (intransitive),
the speaker finishes his speech (transitive).

He leaves every day (intransitive), She took out
of the pocket his handkerchief (transitive).

Works on his thesis (intransitive), Paul likes to
work with wood. (Transitive).

Results

Transitivity is the central problem of syntactic
and semantic relations, commanded by the predicate
in the simple statement. The study of this phenomenon
through different languages and different types of
languages shows that transitivity presents diverse
faces and responds to varying conditions.

It is not possible, for example, to treat it as the
same in the Western languages (dominant subject) and
in the Far Eastern languages (dominant subject).

Two approaches, apparently divergent, but in
fact complementary, can be applied to transitivity: a
search to enumerate all the criteria and possible
parameters, which can be assembled in a grid;
conversely, it is the other way around to express the
conditions of the transitivity of the semantic
requirements applicable to each language in
particular.

Thus transitivity is reflected in the strategic
points of the utterance: the agent exercises control
over the predicate, which itself applies to one or more
objects.

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It is not therefore the presence or absence of the object of the verb, it is the possibility for receive an object or not.

This means that the memorization of prepositions associated with the verbs asks for the method, but once it is acquired; there will be a spectacular improvement in the syntactic construction of the verbal group. In fact, it is not necessary to learn by heart all the possible forms, but to understand nature.

Also, during the oral or oral expression we will leave behind the "very perilous" translation in the matter of prepositions and the desire to become aware of French verbal constructions.

In addition, to understand French in its essence or in its spirit requires a deepening of the knowledge of the nature of verbs.

References: