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Cognitive Idioms Based on Communicative Grammar

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ABSTRACT

This article explores the importance of developing a cognitive model of linguistic categories to better understand them as outcomes of cognitive processes. It highlights the fundamental problem of how humans conceptualize the world and how these conceptualizations are translated into cognitive models, which in turn find expression in speech and communication. The study emphasizes the close interdependence between cognition and linguistic categories, showing that grammatical categories are not merely formal structures but rather reflections of different layers of abstraction that emerge from human cognitive activity. By reconstructing cognitive models of grammatical categories, it becomes possible to trace how language encodes the gradual stages of cognitive development. The primary aim of the article is to examine grammatical categories within phraseological units through the lens of cognitive model theory, communicative grammar, and prototype theory as developed in cognitive linguistics. Phraseological units are analyzed using cognitive descriptions and syntagmatic

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approaches across three interconnected dimensions: conceptual, grammatical, and communicative. Such an approach makes it possible to study phraseological units at both the internal and external levels of syntagmatics, offering a comprehensive view of their structural and functional properties. Ultimately, the article demonstrates that phraseological grammar cannot be fully understood without reference to the cognitive processes that shape language use.

Keywords: Language; Modal Verbs; Human Cognition; Semantic Concept; Linguistics

1. Introduction

Language is a system that reflects the mentality of the nation, the model of national thinking. The linguistic image of the world is formed as a result of cognitive processes in human cognition. These are cognitive processes such as recognition, analysis, processing, comparison, identification, generalization, and evaluation. Of course, it is impossible to see a complete description of this process. By calling language an image of human thought, it can be mentally imagined the process of cognition. Knowledge base accumulated as a result of the cognitive process based on a specific cognitive model. The cognitive model is characterized by a structural character, created on the basis of cognitive activities, differentiated, identified features, and their hierarchical relationships. Explaining the cognitive activity in the formation of grammatical categories is an interesting and topical issue for scientists. Because if language is a tool and a result of human cognition, the basic principle is to predict the cognitive models that underline each of the language units.

Considering the relationship between language and human cognition in this context, it is possible to assume that grammatical categories are a kind of knowledge base formed in human cognition, the result of human cognition, based on a certain cognitive model. Von Humboldt^[1] writes that “the number of words reflects the richness of the nation’s world of knowledge, and the grammatical structure of language provides information about the internal structure of thought”. The internal structure of thinking is a cognitive model of cognition. Based on this assumption, it can be considered two different categories of multifunctional verbs. First of all, what scientific concepts and principles should be guided in the study of cognitive models of grammatical categories? Cognitive linguists believe that finding such criteria in a general category and analyzing its individual manifestations or invariants allows us to understand the cognitive aspect of the structural-systemic nature of language. This issue is consid-

ered in the works of Kubryakova, Demyankov, Pankrats, and Luzina^[2]. In every language, there are linguistic units that are grouped in a separate category according to their distinctive features. In some linguistic sources, such as Lakoff & Johnson^[3], Kunin^[4], the definition of the nature of phraseology is represented in the structure and semantic unity of phraseological units. The terms “phrase” and “phraseological units” are used to denote a combination of words to mean a single meaning.

It is generally known that phraseological units are called set expressions, such combinations of words that have lost their independence and possessing persistence in their composition and structure. Phrases, phraseological units, and sentences are objects of syntax. As Amir & Amirova^[5] pointed out, “syntax mainly deals with structure of joining words”. In this connection, the problems of phraseological units of a wide range are more in comparison with the problems of syntactic combinations. In the opinion of Meribayev et al.^[6], these combinations of words have the right to self-study in certain areas, such as lexicology, phonetics, grammar, and so on. Set expressions and phraseological units are distinguished only by their specific signs. These signs contribute to the consideration of the category of words, as the independent sphere of language. Phraseological terminology in this article is based on the proposal by Alefirenko^[7], the following ratio of basic terms: the term “phraseological unit” determines the relevance of a linguistic unit to the corresponding subsystem of the language – phraseological units (similar to the terms “lexical unit”, “phonological unit”). According to Popov^[8], the very same unit is called the term “phraseological unit” (by analogy with other language units: morpheme, phoneme), while in speech it is realized in the form of phraseological units.

The purpose of the article is to consider the phraseological units in terms of cognitive model theory, communicative grammar, and prototype theory of cognitive linguistics.

Language functions as both a system and a cognitive

model that reflects the mentality and worldview of a nation. Grammatical categories and phraseological units emerge as structured results of human cognitive activity, representing knowledge systems formed through processes of recognition, analysis, comparison, and generalization. Therefore, this study aims to examine phraseological units through the lens of cognitive model theory, communicative grammar, and prototype theory in order to reveal the cognitive mechanisms underlying their formation and functioning.

2. Literature Review

The phraseological unit as a rather complex linguistic sign is characterized by the asymmetry of the signifier and the signified. Semantic integrity and syntactic indivisibility make it possible to define the phraseological unit as a single linguistic sign. Analytically, the form, to a certain extent, brings the phraseological unit closer to such a free syntactic construction as a phrase. It is the analyticity of the form, the traces of which are visible both at the semantic and syntactic levels. It actualizes the analysis of phraseological units in two aspects: in the aspect of external paradigmatics and syntagmatics, and in the aspect of internal paradigmatics and syntagmatics. In this study, syntagmatics is understood by Fillmore's^[9] "analysis of special syntagmatic relations between the signs of a language that arise between successively placed units of it when they are directly combined with each other in a real stream of speech or in a text". One of the basic concepts of syntagmatics is the concept of syntagma is defined in "Dictionary of linguistic terms" (Rosenthal & Telenkova^[10]) as "a sequence of two (or more) linguistic units connected by a certain type of connection".

The term "syntagma" in this sense goes back to F. de Saussure. Internal syntagmatics is understood as the compatibility of components within phraseological units, and in semantic analysis – the compatibility of semes in a sememe, external. External syntagmatics is understood as the compatibility of phraseological units with the words of the context. They are based on the investigation of the types of configurations (Lacoff & Johnson^[3]; Kunin^[4]). According to Kodukhov^[11], "external phraseological connections" mean the connections of a phraseological unit with "elements included in a sentence when it is formed in speech, and above all with a conditioned member", while "internal phraseologi-

cal connections" mean a connection between the components of a phraseological unit. According to Svetozarova^[12], the cognitive approach to word groups is to determine their place in the human intellect, their role in the conceptual image of the world. How is the cognitive division of the world reflected in the system of word classes? The question of what conceptual role of word groups in the process of human cognition needs to be answered. If a person conceptualizes the world, then the lexical meaning of the word, which is still guided in the formation of a system of word classes, can not play a decisive role in individualization. After all, "the cognitive activity of man, which defines and abstracts the lexical meaning, is inherent in the processes of conceptualization and categorization. On the contrary, words with lexical meaning pass through the filter of the category of word classes of prototypic, cluster nature", says Jabotinskaya^[13].

Boldyrev^[14] stated that the mental space is a concept necessary to describe a certain stage of the thought process, which is determined by the action of thinking, the state of speech. For example, to answer: *Men kele zhatyrmin (I'm coming now)* in the mental space. The speaker needs a listener, a destination, a purpose for action, a type of joint action, a type of relationship between people. This information creates a mental space in the speaker's mind. And there are cognitive models – types of concepts that make up that mental space. They divide the mental space into structures: high-low, whole-partial, method-purpose. Depending on the nature of the proposition in the mental space, the script, set of symbols, taxonomy, radical categories, metaphorical, and metonymic cognitive models can be identified. There are cognitive models of scenarios, and taxonomy in the mental space in which the above conversation can occur. The application of the theory of mental space, cognitive models to the categories of verbs helps to understand the processes of categorization, conceptualization, which take place in human cognition in connection with actions. Because the categories of verbs have no real manifestations in real life. It is determined by the mental space of the speaker. In this research, authors deal with a cognitive model based on pronouns and verbs as prototype signs.

Mirjalilova^[15] concludes that "Cognitive models of phraseological units may lead to through understanding of the modelling of language about the world in mind". These are cognitive model theory, frame theory, prototype theory,

and propositional model theory. The prototype approach is widely used in the study of language categories in the cognitive aspect. Description of this direction: the prototype sign is due to the fact that the elements of the same category do not have the same mark. One element brings together the main categorical features. They are called prototypes. They are the main defining feature of this category. And the categorical characteristics of some elements will decrease. The prototype gathers around it a second element that is similar in features. Then a categorical system is formed. Prototype symbols are visible in gradation. To create a category, one of the elements must be identical. The type of category is related to the definition of a phenomenon or a common feature of objects. Categorization is the selection, analysis, and redistribution of common features according to the common features. Pronouns, as a type of verb, define their features in use. The descriptive function of the pronoun is formed in connection with the action verbs. It is important to connect the use of the pronoun in the sentence from the point of view of the theory of prototype semantics with the functional-semiological direction. Because the categorization of language units is carried out in two different ways: structural and functional.

According to Kubryakova et al.^[2], the appearance of the cognitive modelling of word classes is associated with the categories of life that form the process of human cognition. These are everyday categories common to all mankind. They take place on a non-linguistic level until the result of cognition takes the form as a linguistic unit. In the process of cognition, the categorization of the world takes place at the non-linguistic level, and they are the first decursive stage in the formation of the frame of word classes. Therefore, the conceptual basis of knowledge of the world lies in the formation of the frame of word classes. They are: something (noun), how many, such (adjectives), actions (verbs), etc. Such concepts are categorical archetypes of word groups. They are models that are visible at the level of pre-verbal inner thinking. Reviewing the works of Boldyrev^[14], Kubryakova et al.^[2], who evaluate word groups as a product and means of the cognitive process as the center of grammatical categories, the following principles can be summarized:

- Grammatical categories are the product of the process of abstraction of high human cognition;
- Function of categorization of cognitive activity in the

formation of grammatical categories.

Categorization is reflected in human cognition. It recognizes the objectively dependent relationship between concepts, conveying it through the syntactic connection between words. The use of grammatical categories depends on the existing knowledge base in human cognition and the conditions of the speech situation.

3. Materials and Methods

Cognitive descriptions and syntagmatic analysis of phraseological units is carried out in three interrelated aspects: conceptual, grammatical, and communicative. The interconnection of three approaches implies analysis at the level of internal and external syntagmatics. Authors try to distinguish relations between pronouns and verbs as cognitive models. In this article, authors consider the basic semantic signs of modal verbs, verbs “ketu” “kely”, and their communicative, cognitive functions in the structure of set expressions or phraseological collocations.

*The Kazakh data used in this study are drawn from the **Kazakh Phraseological Dictionary (2007)** and the **National Corpus of the Kazakh Language**. Phraseological units were selected according to three main criteria: (1) their stability of structure and semantic integrity; (2) the presence of verbs functioning as cognitive indicators; and (3) their frequency and representativeness in modern Kazakh usage.*

To understand a particular language category as a result of the cognitive process, it is necessary to create a cognitive model of it. The correct construction and interpretation of the cognitive model is associated with a correct understanding of the concept of knowledge. In this regard, the problem of conceptualization of the world and the creation of cognitive models has formed a contradiction among scientists as a process of birth and perception of speech. It reflects the relationship between cognitive and linguistic categories. Conceptualization is the creation and preservation of knowledge about the world in the human cognition of a certain type of structure as a type of cognitive model. Such a set of knowledge is called a concept. The formation of the concept type is associated with the generalization of knowledge about the

object and reaching the level of a structural system. This idea is reflected in the theory of frame semantics of Lakoff and Johnson's^[3] theory of metaphors. Cognitive model theory consists of mental space and conceptual models.

4. Result and Discussion

Toluspayeva et al.^[16] and Mashudi et al.^[17] consider that comparison of different categories and functions of affixes, give teachers and students opportunities to obtain more detailed content of morphological structure and semantics of lexical units, which helps to increase vocabulary, improve grammatical skills, and strengthen communicative abilities in both languages. Grammatical categories are defined as a reflection of the level of human cognitive development through phraseological units. The grammatical categories formed at the current level of language development are a reflection of the levels of abstraction complicated by the simple level of simple human cognitive activity. Therefore, by reconstructing the cognitive models of grammatical categories, it is possible to describe the language expression of the levels of development of human cognition. In other words, authors believe that the system of grammatical categories is a reflection of the level of development of human cognition. Now let's identify cognitive models of grammatical categories, such as multifunctional pronouns, modal verbs, among the categories of verbs. Thus, it can be identified the hierarchical evolving relationship inherent in the cognitive nature of grammatical categories. Among the categories of verbs, let's analyze the category of pronouns based on several theories of cognitive linguistics. Wahedi^[18] considers that the pragmatic approach reveals the pragmatic aspect in phraseological units allows to consider that they also function in verbal communication, both as constituents of speech acts and means for reaching pragmatic intention. Depending on the prototype, the subject belongs to the category of subjective verbs. As a category, the subject can give actions of a dynamic and procedural nature.

Functional categorization explains the existing function of a language unit both lexically and grammatically. This is because both lexical and grammatical meanings of language units are reflected in use. This integration is based on three different principles: actualization, actualization of the basic grammatical meaning, transfer to another category,

and accumulation of features of several categories. It is necessary to consider the suffix of the pronoun, its use in the descriptive function in connection with the lexical-semantic groups of the verb. Without it, it is impossible to explain the use of pronouns in the descriptive, complementary functions of *ketu-* (go): the person who goes, the purpose where he goes, place where he goes and etc. Pronouns combine two different semantic features in a sentence. Functional and qualitative. The action of a particular object is recognized as its sign. How to explain the overlap of several categories in one word? There is a historical basis for the combination of two different word groups of pronouns along the signs of two different categories. Therefore, it belongs to the category of verbs. The use of pronouns in the descriptive function is the result of human cognition. This is because action signs are not present on objects. The person who recognizes, identifies, and marks it, the fund of knowledge about the object of his cognition. All verbs that denote an action are used in the descriptive function. In addition, the classification of pronouns as nouns is due to the fact that they serve as a determinant: *Ol barganina qwandi. Ol barganina riza emes* (He was glad he went. He is not happy to go). That is, the process of cognition used the causal connection of the action that caused the causal relationship between the actions to show the function that caused the second action.

Now let's compare two phrases: *Mening siyiligma qatti qwandi/ Mening sozime renjidi* (He was very happy with my gift / He was offended by my words). *Birnarsege renji, birnarsege qwanu* (to be angry or to be happy with something.). It does not matter to the senses what causes it; it depends on the transmission of the object that created it. Without it, these verbs cannot be used in communication. Without it, there is not enough information. A noun calls an action, describes an object by an action. Functional semi-otic analysis of the function of the pronoun in the sentence shows the addition of objective and descriptive functions to its temporal meaning. The actualization of one type of activity in the content of the conversation obscures the other. It depends on what knowledge the speaker is updating during the speech. However, this does not completely eliminate the main categorical feature. The tense category of the pronoun is obscured in the descriptive value, but is preserved. Modeling the function of modal verbs, the structure of cognition is also important in set expressions. Modal verbs or infinitive

forms of verbs can be considered complex and important in terms of their function within the categories of verbs. On the one hand, the modal verb emphasizes the action, abstracts it from the subject owner and transforms it into a noun; on the other hand, it is counted as a noun and comes close to naming the real action by combining it with auxiliary verbs. That is to say, modal verbs do not vary in the categories of participles. Modal verbs are used in the language both in the form of simple structures and in the form of complex structures. Its use in combination with auxiliary verbs forms a modal category.

For example, *barwga boladi*, *barw kerek*, *barw kerek*, *barwga tirisw*, *barging keledi*, *barwga boladi*, *barw kerek* (*you can go, you have to go, you have to go, you try to go,*

you want to go, you can go, you have to go). The modal verb is transformed into a sentence and acts as a narrator in the form of an analytical structure. It also performs the function of other parts of a sentence by being transformed like a noun: *Mening awilda jumis istewim bes jilga sozildi. Mening oz isimdi bastawima akem komektesti* (*I worked in the village for five years. My father helped me to start my own business*) (adverbial modifier). *Mening bul kitapti oqwimda bir maqsat bar. Mening oqwimdi ari qaray jalgastirwga iterdi* (*I have a purpose in starting this work. It prompted me to continue my studies* (attribute). *Mening shetelde bilim alwim-men baylanisti otbasinda qarjiliq qiindiqtar twdi.* (*My family had financial difficulties due to my study abroad* (predicate) (Table 1).

Table 1. Grammatical models of phraseological units.

Conceptual and Grammatical Character	Functions in a Sentence
The name of the concept. Answers the question “What?”. The noun is counted and dependent like a noun.	adjective, combined with adjectives from nouns. Acts as a complement in the sentence.
Name of action. Answers the question “What to do?”. Depends, suffixes, connects with modal words.	Combines with adverbs. Acts as a narrator in conjunction with analytical structures in the sentence

It is a well-known fact that the grammatical meaning comes from the grammatical form, respectively, the grammatical meaning is formed by specifying the lexical meaning. That is, set expressions of one grammatical model that should be located sequentially one after another, which would provide their most convenient use. Kenesbayev^[19] says that a modal verb is a category formed by abstracting the concept of a verb after recognizing the types of actions. In his research, the scholar writes that “new concepts are born based on the concepts of the conceptual system, such as the formation of new units using natural language verbal symbols”. In the sense of the word, phraseological units act as a single whole even in the case when their semantics mirror the meanings of the words that form them. That is, they always represent a single semantic concept. In the process of language development, the sphere of meaning of words also expands. The use of lexemes in different meanings, the development of polysemy, testifies to the limitless possibilities of this language and its richness and imagery. The rich use of any language is not counted only by the number of words in the vocabulary stock, but is also taken into account by the breadth of the meaningful sphere of words, the ability to convey different meanings, a variety of pictorial, figurative, and artistic means

of the language. Some set expressions in the process of their development can be transformed into proverbs. And this is primarily due to the semantic capabilities of individual lexemes of these formations^[20].

In this regard, authors would like to note that the verb “ketu” they have analyzed, which has four meanings, the main one of which can be distant or removed from a certain point, while the rest, through the expansion of the meaning, arise due to some matchings with similar phenomena. The origin of these meanings (which of them comes from which), which of them is original, which of them is a derivative, is practically impossible to determine by means of only seminal analysis. It is necessary to investigate these phenomena in the historical-etymological, comparative-historical, and functional aspects. Kenesbayev^[19] points out that the emergence of a set of words with abstract meanings is a linguistic manifestation of cognition, which takes place at the second level of the cognitive process. That is, the formation of the category of modal verbs is the result of re-discussion, reflection, interpretation, and evaluation of the information contained in the person. So, what cognitive processes occur in the use of modal verbs? Let's look for the answer to the question:

1. *Menin zaulyty zhumys isteume tua keldi (I had to work in a factory)* – not to name the action itself, but to show it as the result of the second action.
2. *Mening jogari oqw ornina barwima boladi (I can go to university)* – giving permission as a result of another action, rather than showing the process.
3. *Mening shetelge koshwim kely mumkin (I may move abroad)* – the result is not an action, but an opportunity.
4. *Mening universitetke oqwgа barwim kerek (I need to go to university)* – the result of the action is to indicate the need.
5. *Kengsege barw kundelikti jumisim (Going to the office is my daily job)* – action evaluation.
6. *Jogari oqw ornina barw ongay emes (Going to university is not easy)* – action evaluation.
7. *Mening akem baliq awlaga bargandi unatadi (My dad loves going fishing)* – (decision, support, approval) – to indicate the priority of an action, to specify the object of the action.
8. *Abay bilay dep aytqan: “Oqwdi uyren de jiren”. Oning bulay aytwina ne sebep boldi? (Abai said: “Learn to read and learn”. Why did he say that?)* – assessment of actions, identification of cause-and-effect relationships between them.
9. *Mening agam awildan qalaga koshedi. Oni awildan koshwge ne iterdi? (My brother will move from the village to the city. What made him move from the village?)* – cause-and-effect relationship between actions.

Modal verbs with nouns form phrases. They are used in the process of second-level cognitive activity in human cognition – the process of comparing the action with other series of actions, subjectivity, or evaluation of similarities and differences based on stereotypes in society. The category of modal verbs is used as a result of comparisons. Therefore, the criteria for evaluating and comparing language actions are summarized in the form of knowledge of a structural nature. This knowledge base is a frame-by-frame assessment concept. Evaluation of logic semantic category is closely connected with the speaker's opinions and perceptions of the world. Of course, behind the personal perception, there is a point of view of a particular social group. Assessment arises from the perception of good/bad, beautiful/ugly, right/wrong, etc., according to the norms of human cognition. There are axiological and rational forms of assessment. Assessment

by modal verbs is a form of rational assessment. Because with the help of modal verbs, the speaker makes judgments based on his own observations and conclusions. The role of modal phrases in the cognitive process depends on the speaker's evaluation of the action, and the speaker's intentions and goals. The cognitive process distinguishes one type of activity from many other activities. It helps to clarify his relationship with the subject. This gives the speaker not only the name of the realities in the objective reality, but also its subjective nature, by abstracting the action associated with the evaluation component made by the speaker. Modal verbs are associated with the process of human cognition, the process of reasoning. Human cognition analyzes and evaluates the received information, evaluates it in terms of the values of the individual or the whole social group.

Thus, in the following use of phrases, the speaker draws conclusions: *Atamnuñ armanı Astanani baru bolatın. Men sizdi koru baqıtına ye boldım. Men janga jerler korgendi unatamın. (It was my grandfather's dream to go to Astana. I was lucky to see you. I like to see new places)*. This is also reflected in the nature of modal words and auxiliary words that combine with modal verbs. Lexical units of dream, happiness, good/bad value reflect the result of a person's thinking process. This is done based on thought processes, comparing, processing, and evaluating the information available to the speaker. Therefore, the cognitive study of the semantics of phrases with modal verbs allows us to conclude that it is the result of secondary processes in human cognition. Analysis of the use of modal verbs in communication in terms of lexical and semantic combinations of words confirms this idea. The analysis shows that it is not combined with verbs that mean a specific action, but with verbs that convey the psychological state and feelings of a person, thinking. Set expressions or phraseological collocations of any language are characterized not only by their richness and variety of structural and semantic types, diversity of content, but also by their ability to function actively in modern conditions. In addition to colorful figurative and metaphorical meanings, they contain historical, ethnographic, social, and other information reflecting the customs and traditions of the people, their peculiar techniques and methods of understanding the world and the phenomena of the surrounding reality. Words not only reflect their content in a particular context, but also turn into set expressions or phraseological collocations in

that linguistic environment^[21].

Set expressions are distinguished only by their specific signs. It is these signs that contribute to the consideration of this category of words as an independent sphere of language. In each language, there are units that are grouped in a separate category with the help of their distinctive features. The following can relate to the distinctive signs of persistent combinations: lexical meaning in content; componental meaning in phrases; kinds of grammatical categories in the communicative process. In order to prove the specificity of the indicated signs only to phraseologies, it is necessary to compare them with other linguistic units, such as words and phraseological units. Subjective phrases are simultaneously restricted from their free combination of words, and at the same time, they are combined with the word. Above, the authors have already noted some general—and at the same time—distinctive signs, specific to different types of language phenomena. For this reason, in the theory of phraseology, there are two points of view: some scholars believe that the meanings of phraseological units and words are equivalent; others claim that the meaning of word and that of a phraseological unit represent different manifestations of the language, and that it is impossible to speak of them equally.

The peculiarities of phraseology can never be in the full category of words, and vice versa, the properties of words in any case cannot be attributed to phraseological units. In other words, the integrity of the meaning, persistence, and reproduction signs, specific to phraseological units^[22]. In relation to lexical meaning and grammatical formation of nouns and verbs in phraseological units, there are definite similarities. Lexical meanings of phraseological units often occur as synonyms. For example: *qas pen kozding arasi, koz iles pes zhyldamdykpen* (happen very quickly); *olgenshe korykty, tobe shashy tik turu* (frightened to death); *jerden jeti goyan tabw, tobesi kokke zhetu* (to be happy, be on the seventh heaven); *itjekken jer, it olgen zher* (very distant place), etc. It is generally known that phraseology teaches not the number of units, but their meaning. This level of language from the point of view of the basic element of any stable combination (two-componential, three-componential, four-componential, and so on) represents its own one lexeme. However, in order to reveal the content of ambiguity, it is necessary to pay attention to the use of verb forms in the structure of the phrase. In the Kazakh language, in the com-

position of many phraseologies, there are verb forms: *jurek jalgadi* (to have a bite), *ozin ozi ashekerelew* (to wash one's dirty linen in public).

Such verb forms are found both in two-component structures, as well as in many-component set expressions or phraseological collocations of the Kazakh language. It is known that the original set expressions or phraseological collocations came from free combinations of words. In connection with this well-known scientist in the field of phraseology of the Kazakh language, I. Kenesbayev^[19] analyzed the use of combinations *koz qirin saldi* in the sentence: *balama koz qiringdi sala jur* (take care, look after my child), that is, it is unconditionally stable. The direct meaning of the combination *barmagin tistedi* (regret the irreparable, lost; bite one's elbows) (directly). It also has figurative meanings like: *aldanyp kaldy, kur alakan kaldy* (be deceived; stay off your nose). Free phraseological units may not always convey expressive meanings. Words in the composition of the phrase, freely combining with any other words, can appear in various vocabulary and grammatical forms. In other words, free combinations in the process of speech do not have stable boundaries, since they freely enter into relationships with other words, and they always change in the vocabulary-semantic and stylistic purposes^[23]. At a time when words in the composition of set expressions or phraseological collocations do not have such “freedom of movement” due to the fact that their vocabulary-grammatical field is always directly dependent on the structure of a given formation. Words entering into special lexicon-grammatical “structures or forms” and depending only on this structure perform a certain semantic-stylistic function.

There are many such examples related to verbs in the Kazakh language. In each language, the system of phraseological units is formed in its own way. In the “Explanatory dictionary of the Kazakh language”^[24], there are a large number of set expressions or phraseological collocations with the verb “*ketu*” (to leave, go away, go far); *ali ketty* (very weak, without effort); *berekesy ketty* (gone abundance, and prosperity), etc. As you can see, in the structure of the noun in the form of belonging to the verb “*ketti*”, the first component undergoes changes. Accordingly, authors attribute such formations to phraseological units. It is known that other words have a direct or nominative meaning in set expressions, as well as a syntactically conventional meaning.

The above types of meaning, let it be an expansion of the meaning or a narrowing of the meaning, are interconnected with each other. Initially, the lexemes “*kiru*”, “*kirdi*” were words that have nominative meanings and have the ability to freely combine with other words. Used in a certain context, they have undergone a narrowing of meaning, and at present, in the modern Kazakh language, they exist as single, absolutely indecomposable semantic units. For example: *azhary kirdi* (to become beautiful, attractive); *akyly kirdi* (to become clever or wise); *el kataryna kirdi* (to find one’s place among other people, society); *esi kirdi* (to come into consciousness, regain consciousness). In these examples, the verb “*kiru*” is used as part of phraseological units. It is logical that it cannot be used in its direct meaning, since in speech, phraseological combinations perform the function of only one lexeme. The verb “*kiru*” in Kazakh itself has six meanings: *come into; visit; make a profit; be accepted, included, become a member of smb organizations, etc.; get a job in a higher educational institution, enroll, be enrolled in school, etc.*

Semantically indivisible combinations of words in which the integral meaning is completely inconsistent with the individual meanings of the words constituting them are called phraseological adhesions (Dobrovol’skij & Pirainen^[25]). The meaning of this kind of phraseological turn is conditional, as is the semantics of words with a non-derivative stem. Regarding this statement, the verb “*kirdi*” and, in particular, the stable combinations of *azhary kirdi*, *akyly kirdi*, *esi kirdi*, etc. Indicate that their structural units are directly related to the lexical meaning of the verb “*kirdi*”, i.e., all phraseological units with a given verb follow from its dictionary meanings. However, the meaning of the entire construction of a phraseological combination of words has a predominant role over the individual meanings of its constituent words. At the same time, phraseological experts argue that the phraseological meaning also contains categorical meaning: “A component of the phraseological meaning is the categorical or grammatical meaning” (Kenesbayev^[19]). There is no doubt that the structural units of phraseological units express not separate phenomena, but one single concept. In the sense of the word, phraseological units act as a single whole even in the case when their semantics mirror the meanings of the words that form them. It means they always represent a single semantic concept. In the process of language development, the sphere of meaning of words

also expands. And this is primarily due to the semantic capabilities of individual lexemes of these formations. In this regard, the authors would like to note that the verb “*ketu*” they have analyzed has four meanings. The main one of which can be distant or removed from a certain point, while the rest, through the expansion of the meaning, arise due to some matchings with similar phenomena.

Therefore, it is necessary to investigate these phenomena in the historical-etymological, comparative-historical, and functional aspects. The main condition of the derived meaning must always be motivated, because it proceeds from the original meaning, since it is created based on conformity and similarity to the producer. Lakoff & Johnson^[3] noted “a figurative meaning in the special sense of the word is a lexical meaning that is not only derivative, but also motivated, and the motivation is based on the convergence of representation and imagery”. In general, the meanings of action and state are inherent in all verbs. The verb “*ketu*” expresses an action, or rather a direction of action. In Kazakh, the verb “*ketu*” has the following basic, original meaning: *move away, move away from starting point*. Authors designate this starting point with the sign X, and with the sign A, authors mark the distance, the distance from this point: *A+X biz kettik* (we went) in this cognitive model. Here, the action is carried out in one direction, and in the expression: *Biz bir-birimizden alystap kettik* (we have moved away from each other), actions A and B from point X are directed in opposite directions (Figure 1).

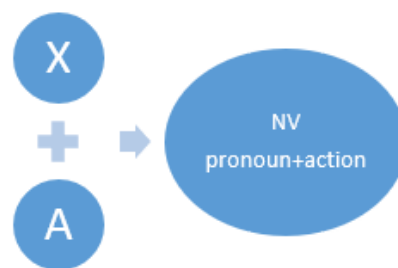


Figure 1. Cognitive Model of the Verb *ketu* Showing Movement from a Starting Point (X) Toward One or Two Opposite Directions.

Here, the action is carried out in one direction, and in the expression: *Biz bir-birimizden alystap kettik* (we have moved away from each other), actions A and B from point X are directed in opposite directions (Figure 2).

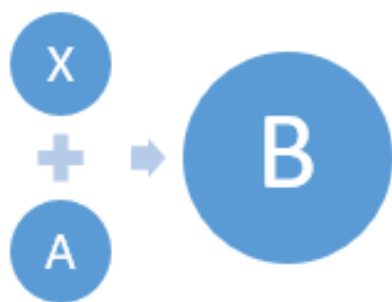


Figure 2. Cognitive Model of Opposite-Direction Movement in the Verb *ketu* (Actions A and B Diverging from Point X).

This meaning in Kazakh, connecting with a word in the original form means the action of the past tense and corresponds to the third meaning in the register of the verb “*ketu*”. For example: *Yendi ol eluden ketti* (he's just over fifty). *Ekeumiz tuys boludan ketken adambiz* (we are people who have crossed the line of kinship). The above examples, according to the cognitive model, cannot be attributed to the scope of one action. The first is an action from the starting point in one direction, and the second means two opposite directions from the X point. In the first case, it is talking about one subject; in the second, it is talking about two subjects. The meaning of the verb (action performed in the past tense) is based on the functional suffix *-ken*: *ketken adambiz*. If the combination uses other functional affixes, then the meaning of the action in the past tense would accordingly undergo a change: *tuys boludan kettik* (we have moved away from kinship relations; we are no longer relatives), *tuys boludan ketemiz* (we will move away from kinship relations), *tuys boludan ketein dep (ketkeli) zhurmiz* (we are at the stage of separation from family relations). The main meaning here means the opposite movement from the point X, i.e., distance, removal of two subjects from each other. In the first example, *eluden ketti* (over fifty), the combination expresses the meaning of both the future tense and the present: *Endi luden ketedi, olmeidi, omir suredi* ((just turned fifty; will not die, will continue to live). According to the cognitive model, the meaning of the second sentence clearly means an action in one direction from point X.

Akbembetova et al.^[26] pointed out that “if the communicants belong to the same culture, the chances of achieving understanding are quite high. Cultural differences and differences in mentalities, however, can become obstacles to successful communication”. As part of phraseological units

of the Kazakh language, in most cases, verb forms appear in the main second position. This phenomenon is primarily associated with the predicative nature of the verbs. The same verbs: “*kelu*”, “*ketu*” are found in at least 20-30 phraseological units. They are found in both main clauses and in subordinate clauses. In all of the above 40 examples with the verb “*ketu*”, in 38 of them it appears grammatically in the main position, and from the point of view of semantics, it is a subordinate clause (that is, it is not the main one, it appears in an auxiliary function). The context clearly shows that two different verb forms in the same place, revealing the same meaning, are the reason for using verb forms in the past tense. In this case, it can be concluded that the structural-syntactic method also plays an important role in the disclosure of the semantics of a word. The grammatical features of the phraseological units of the Kazakh language are directly related to its agglutinative nature; grammatical changes in phraseological units depend on both synthetic and analytical methods. In the Kazakh language, as in any other language, phraseological units are built from subordinate and main constructions. In phraseological units, the verbs can act as the main basis of syntagmatic structure. Since, as a result of this interaction, qualitative changes do not occur, not new linguistic unit is formed, but a sequence of linguistic units in speech, external syntagmatics should be considered a speech fact and referred to synchronous phenomena.

5. Conclusions

Grammatical and cognitive analysis of syntagmatic relations in phraseological units testifies to the systematic structure of the phraseological corpus of the language. It allows us to study not only the phraseological system of the language as a whole or its part, but also to study the phraseological unit as a linguistic unit comprehensively. In general, linguists call phraseological units that have a large number of formal features “a general morphological unit”. It should be noted that phraseological units with the same grammatical model in dictionaries, in cases when other forms penetrate them, are distributed randomly. It would be more expedient to place in dictionaries of set expressions according to their grammatical structure and communicative purpose. Polysemous verbs as part of phraseological units can be considered with the classification of the established theory of phraseol-

ogy. At the same time, phraseological units formed by means of polysemous verbs require a separate, comprehensive, detailed study. In this article, the authors have considered only some of the grammatical features and cognitive models of phraseological units and the relationship of their meaning as part of a phraseological unit to the main, direct meaning.

Thus, the syntagmatic relations of verbs and nouns in the structural aspect are represented by a combination of internal and external syntagmatics. At the level of internal syntagmatics, in the structural aspect, verbs with one, two or more dependent components can be distinguished. Internal syntagmatics examines the relationship between the components of a phraseological unit. As a result of which quantitative changes turn into qualitative ones, i.e. a new unit is formed, which allows the internal syntagmatics as a process to be attributed to the facts of the language and considered as a diachronic phenomenon.

Author Contributions

Conceptualization, F.O. and Z.U.; methodology, R.M.; validation, B.B., and K.Z.; formal analysis, investigation, T.M.; resources; writing—original draft preparation, F.O.; writing—review and editing, Z.U.; visualization, project administration, K.Z.; funding acquisition, Z.U. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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