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Semantics and Functioning of Phraseological Phrases with the Components “Create/Destroy” (создавать/разрушать) in Russian

This study explores the semantics and functioning of phraseological expressions containing the components “create” and “destroy” in the Russian language. The research aims to analyze their structural patterns, meanings, and communicative roles, shedding light on their cognitive and cultural significance. The methodology integrates theoretical analysis, inductive and deductive approaches, comparative analysis, and an empirical study involving a survey of 120 participants. The findings indicate that phraseological units with “create” emphasize active engagement in forming, constructing, or initiating situations, whereas those with “destroy” denote actions associated with elimination, disruption, or negation. These expressions not only convey specific conceptual meanings but also carry diverse emotional and stylistic connotations, making them prevalent in various discourse contexts. Additionally, the study underscores the significance of phraseological expressions in linguistic and cultural studies, emphasizing their impact on language acquisition, translation, and lexicography. By examining how different languages conceptualize creation and destruction, this research contributes to the broader theory of phraseology, enhancing our understanding of metaphorical thinking and idiomatic usage in cross-linguistic perspectives.

Keywords: phraseological phrases, semantic analysis, comparative analysis, cognitive aspect, emotional colouring.

Introduction

The study of language includes the study of phraseology, which helps to reveal the cultural aspect of language. In addition, it broadens the understanding of phraseological expressions and speech discourse.

Phraseological expressions, according to A.V. Kunin, are word combinations that have a constant, partially or completely changed meaning compared to their lexical meaning [1; 89]. Phraseological units are constantly used by people unconsciously in both written and spoken speech, and are a clear indicator of the richness of any language [2; 5]. Phraseological units are anomalies of language, individualists of the linguistic world, they show some characteristics that are difficult to explain in terms of linguistic universals, and therefore should be regarded as indispensable means of interpreting extra-linguistic means [3; 1200]. Phraseological units are whole statements that include features characteristic of a particular culture, its customs, worldview, traditions, beliefs, etc. Therefore, the process of language learning is unthinkable and even impossible without taking into account phraseological units [4; 364]. Some researchers believe that phraseological units characterising a person are valuable for solving controversial and topical problems of linguistics and reveal ideas about a person and his appearance, intellectual abilities, character, etc. [5; 656]. Also phraseological phrases acting as particularly significant linguistic units with national-cultural semantics, play a certain role in history, culture and reflect the soul of the people [6; 23].

English phraseological expressions with the meaning of speech behaviour, defining phraseological expressions directly related to the reality of everyday life [7; 106]. There is no doubt that phraseology has its place in the lexicon of any language. To what language they belong, they show the perennial life of this language, they are the wealth that develops together with the culture of a nation [8; 6]. Phraseology is an indicator of national culture and language of each nation. In this regard, the study of phraseological phrases in linguistics in the comparative aspect is considered important nowadays [9; 92]. Undoubtedly, studying the specific features and semantic characteristics of phraseological phrases in linguistics and comparing them with other languages will bring a lot of new information and news to science [10; 46]. Phraseological expressions have figurative, expressive, emotional meaning, which is used as a decorative means compared to individual words. In particular, phraseological expressions and proverbs are very rich in cultural national content about different concepts [11; 44].

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According to Belousova L.D., phraseological phrases should be considered as part of the vocabulary composition, as they are an integral part of the language. She notes that phraseological units and words have the same meaning and function of its use. Nevertheless, Belousova L.D. notes that phraseological expressions are unique because they are used in certain contexts [12]. As the linguist Lapteva Y.V. states [13; 114], the structural models of phraseological expressions consist of two components, and the meanings are connected with visual associations. In her work on phraseological phrases Popova A.R. emphasizes that verse-phrase can be an effective means of creative use of these language units. She considers the main features of a phraseological unit that help to build a poetic text based on phraseological units, and demonstrates how their individual and common elements are manifested in a verse-phrase. Also, Popova A.R. notes that the global properties of Russian phraseology are crucial for realizing the creative potential of a poem-phrase [14; 150-151].

Phraseological expressions have a definite meaning different from the lexical one and often require a specific context. In addition, the structural models of phraseological expressions consisting of two-component word combinations with visual links are crucial for realizing the creative possibilities of phraseological expressions, including verse phrases.

The cultural understanding of each nation plays an important role in the formation of phraseological units, as it reflects the peculiarities of thinking, worldview and traditions of a particular society. Phraseological units, as language units used in a ready-made form, contain not only lexical meaning, but also cultural, historical and social meanings, which can be deeply connected with a certain cultural environment. There are certain generalizing ways that influence the emergence and development of phraseological phrases in the language of a particular nationality. They are:

Historical and mythical bases.

Many phraseological units are based on historical events, myths, legends, traditions and folk beliefs. For example, the expression «потерять голову» in Russian can be based on historical events, such as execution, etc. Moreover, on a mythical basis, the phraseological unit “to lose one’s head” may arise in connection with the loss of common sense or a state of security.

2. Figurative and symbolic bases

Many phraseological phrases are part of a certain culture. They are based on certain images and symbols. For example, the linguistic unity «как кошка с собакой» gives an idea of the world inherent in folk tales, folklore and culture. In both Russian and English, the meaning given by the above linguistic unity is similar, i.e. the image of cat and dog means hostility. For example, Cat and dog life — «кошачья и собачья жизнь» or Fight like cats and dogs «Сражаться, как кошка с собачкой». These phraseological units express the attitude of people who are constantly fighting, arguing with each other in both Russian and English languages.

This academic study examines phraseological units with the elements “to create” and “to destroy”. This category of phraseological units is widespread in the Russian language and is often used in everyday speech. Phraseological units with the component “to create” in the Russian language perform a number of functions, including the expression of novelty, originality, beginning and origin. Terms with the component “to destroy” are most often used to describe the concepts of destruction, annihilation or wreckage. An actual topic of research in the field of linguistics is the study of a certain group of phraseological phrases, their semantics and functioning, as well as determining their place in the modern Russian language.

Research Methods

Inductive and deductive methods are applied in the study of phraseological units with the components “create” and “destroy” in different model languages (Russian and English). These methods are chosen in order to better understand how cultural, social and historical contexts influence the formation of phraseological units and how linguistic expressions about creation and destruction can reflect the peculiarities of perception of these concepts in different cultures. The inductive research method contains conclusions based on controlling and analyzing case studies. It enables evidence-based research, collecting examples of phraseological units, recording their frequency, context of use and meanings in different languages, and then generalizing the findings. Using the inductive method, it is possible to distinguish certain patterns of use of phraseological units, such as frequencies, their use in certain genres, and changes in the meaning or structure of phraseological units depending on time and context. The inductive method helps to identify the contextual features in which phraseological units are used. For example, a single expression may take on different shades of meaning depending on the genre of the text or social situation. The deductive method involves deriving specific conclusions and hypotheses from general theories and concepts. In this case, using deduction, it is possible to make hypotheses about

how certain cultural characteristics affect the perception and use of phraseological expressions, and then, by analyzing the data, it is possible to test these hypotheses in practice.

The deductive method allows broader conclusions to be drawn from specific data, and these can then be applied to other linguistic and cultural contexts. For example, the analysis of phraseological units with the components “create” and “destroy” in Russian and English can confirm the hypothesis of a more constructive role of the concept of “creation” in Western culture and a more cyclical approach to “destruction” in Eastern cultures.

In conducting this study, the following processes were taken into account: 1. participants (students of 1-2 courses), 2. procedure (paper-based survey), 3. data analysis. The participants of the survey were first and second year students of L.N. Gumilyov Eurasian National University, studying in different specialties (120 people). The survey consisted of a series of questions on paper (Fig. 1). The survey yielded results based on the method of quantitative and qualitative analyses. The survey fully complied with all ethical norms that should be considered when conducting academic research.

In this study we researched phraseological phrases with the components “create/destroy” in the Russian language and how they are used in speech practice. Through the use of the method of linguistic analysis we are able to identify and describe the semantics and structure of these phraseological phrases. The method of contextual analysis allows us to study the contexts in which phraseological phrases are used and determine their functioning. The method of questioning is used to identify the knowledge and use of phraseological phrases with the components “create/destroy” among the students of 1-2 year of higher education. To assess the influence of phraseological units in such a context, this study investigates changes in university students’ beliefs about language learning during their studies [15; 2718]. Such changes in language practices can help students develop multilingual skills as well as the cultural sensitivity, flexibility and resilience that are useful for a global citizen [16; 3].

Results and discussion

The analysis of phraseological expressions with the components “create” and “destroy” in different languages can reveal deep cultural and historical differences, showing how different cultures perceive these concepts. It is important to remember that phraseological expressions are not only reflections of real-life situations, but also of cultural stereotypes, values and historical context. By understanding how different cultures interpret the concepts of creation and destruction through language, we can better understand the emphasis societies place on these processes and how they affect the way the world is perceived. Therefore, the phraseological expressions that make up “creation” in both Russian and English demonstrate a positive attitude, a positive outlook and the value of work. For example, the phrase «строить мосты» (build a bridge) means establishing connections, improving relations between people or nations. Moreover, in the mentioned Russian and English culture, phraseological expressions with the component “to create” are often used in relation to personal success, personal responsibility and progress. For example, “build a legacy” means to create a legacy related to efforts to achieve significant goals, to leave a mark in history. The phraseological phrases “to destroy” can have negative and neutral connotations in both languages, depending on the context. However, in many cultures, “destroy” refers to actions involving negative consequences, conflict or loss. In Russian, «разрушить иллюзии» (destroy illusions) is often used to refer to the loss of unrealistic expectations. In addition, in English “destroy” is often seen as a temporary evil necessary for change. For example, the set expression “burn bridges” is used to denote a relationship that cannot be restored, a broken relationship.

The method of comparative analysis allows comparing phraseological phrases containing the elements “create/destroy” in Russian with the same phenomena in other languages. Finally, the experimental method is used to study how effectively these phraseological phrases are used in different communicative situations. The combined use of these methods allows us to better understand phraseological phrases with “create/destroy” elements in Russian and their functions in communication.

Semantics of phraseology with the “create” component

Like any lexical unit, the semantic structure of phraseology is a microsystem in which all its parts are closely related and depend on each other. Nevertheless, lexemes are not only “constituents of the main semantic components of FE (Fixed Expressions), but also play the role of connecting links between them” [17; 37], which makes them unique in FU (Phraseological Units) semantics. Within the framework of the cognitive approach, there is a revision of the understanding of the semantics of phraseological units. They are considered not only as signs with static meaning, but also as procedures that we activate in our mind when using these ex-

pressions. Phraseological units are considered part of the cultural and cognitive system, and they influence how we perceive and understand the world around us [18].

As a result, modern phraseology moves from studying phraseological units separately to studying them in the context of cultural and historical circumstances and cognitive processes occurring in the speaker's mind. Sokolova notes that when analyzing modern phraseological units, more and more attention is paid to the frame category. With the help of the frame, we can look at the traditional problems of phraseological units from a new perspective and explore areas that have not yet been studied. According to Sokolova O.V., a frame is a cognitive structure that represents a mental picture of the world that a person uses to describe objects and phenomena occurring in real life. In phraseology, a frame is a category that defines the meaning of phraseological units and indicates their common features [19; 10–12].

Phraseological units containing the “create” component can have different types. For example, to create problems, difficulties, conditions, impressions, and so on. Nevertheless, despite the differences in construction, the general semantics of each of these phraseological units is the creation of some phenomenon or circumstance. However, this semantics may be different. For example, the phrase “create difficulties” may mean intentionally complicating some situation, while the phrase “create conditions” may mean gradual progress towards some goal.

In general, phraseological units with the element “create” refer to the concept of active human participation in the creation of a situation, phenomenon or impression. Exceptions include the phrase “create an impression”. For example, when someone loves a building, they can say: “This building gives the impression of mystery and beautiful architecture”. Nevertheless, these phraseological units are usually associated with the idea of creativity and invention, as well as with human participation in the creation of a new one. It can also have negative semantics consequences that can cause difficulties, problems, or false impressions.

Semantics of phraseology with the component “destroy”

According to lexico-semantic analysis, phraseological units with the components “destroy” are lexical units expressing the action of destruction or disintegration. They can be used to describe the physical destruction of material objects or metaphorical processes such as conflicts, relationships or ideologies.

Various grammatical forms, including phraseological units with the component “destroy”, include verbs, nouns and adjectives. Destruction of bridges, destruction of ideology, destructive influence, destruction of buildings and so on. The choice of components depends on the situation and the metaphor used.

The analysis of phraseological units containing the element “destroy” shows how important they are for describing the processes of destruction and instability in modern society. These phraseological units can be used to describe various social, political and cultural changes that can destroy the existing order of things. In addition, they help convey the emotional context and convey cultural norms that exist in a particular community and cannot be expressed in words.

Thus, the use of phraseological units with elements of “destroy” allows us to more accurately and expressively describe various processes taking place in the modern world, reflecting the complexities and changes taking place in our lives and around us.

Functioning of phraseological units with “create/destroy” components

Phraseological units (FU) are a special type of linguistic signs consisting of various components of the language. FU are characterized by multicomponence in terms of form, reinterpretation of components in terms of content (idiomaticity) and stability and widespread in terms of functioning [20].

The problem of classification of phraseological units (FU) is part of the definition of the object of phraseology. These FU are classified depending on their use, origin, connection with parts of speech and semantic labeling. The composition of FU varies depending on time, and the classification is based on the linguoculturological principle of describing idioms, which includes a nominative-ideographic classification [21; 2].

Phraseological units with “create/destroy” components are persistent combinations of words that cannot be understood and analyzed separately from the sentence. They are an integral part of the language and have a specific structure and meaning. Phraseological units containing these components are used in different contexts and express different meanings.

A number of linguistic and cognitive processes determine the functioning of phraseological units with “create/destroy” components. Such a method is the metaphorical figurative meaning of the components. Thus, the element “create” can refer not only to the physical creation of something, but also to production, appear-

ance, education, and so on. At the same time, the word “destroy” can refer not only to physical destruction, but also to liquidation, ruin, havoc and others.

The use of phraseological units in various contexts is the next important process in the functioning of these phraseological units. The interpretation of phraseology can be changed by the context. For example, the phrase “create from nothing” can mean not only creating something new, but also overcoming difficulties or the impossible, as well as bringing an idea to life.

The method of contextual analysis allows us to identify the semantic load of phraseological units “create/destroy” depending on the context of their use. Examples: “When I create, I can’t help but believe that I’m doing a great thing. And when I destroy, I hate myself for it” (Anatoly Rybakov, “Old Man Hottabych”).

In this case, the phraseological units “create” and “destroy” are used in the context of creative activity and describe the psychological component of this activity. “Without creating, without destroying, you can live your whole life, but your life will not make sense” (Andrei Cruz, “Invincible”). Here the author used the phraseological units “create” and “destroy” in the context of the search for the meaning of life, emphasizing that creativity is necessary for its fulfillment.

“The spirit of futurism destroyed classical visual forms, creating new, often contradictory original techniques” (Mikhail Andreev, “Art of the XX century”).

In this case, the author uses the phraseological units “create” and “destroy” in the context of art, emphasizing that new forms are created due to the destruction of old, classical forms.

Thus, contextual analysis of the use of phraseological units “create / destroy” allows you to understand their meaning and load depending on the context of their use. Also an important characteristic of phraseological units with the components “create/destroy” is their emotional coloring. They can express positive or negative value judgments. For example, the phraseology “destructive blow” expresses a negative emotional color and means a strong and destructive action.

The context and metaphorical transfer of the meanings of phraseological units with the components “create/destroy” can be associated with cognitive processes and brain activity. Research shows that the basis of our thinking and the creation of conceptual systems are metaphorical transfers of meanings. In addition, the use of phraseological units with “create/destroy” components can activate the corresponding conceptual areas in our brain.

Thus, the functioning of phraseological units containing elements of “create/destroy” is determined by a number of cognitive processes and linguistic processes. They have many meanings and are an important part of the language.

In the literature, you can find many examples of the use of the phraseological unit “create/destroy”. For example, “Buddhists build and destroy their lives” (I. Ermakova, “Buddhism without illusions”). “In art it is necessary to find harmony between create and destroy” (P.K. Dickens, “Art and Science of Memory”). “He knew that one day he would have to create or destroy all his possessions” (Prutkov, “Fruits of reflection”).

Thus, the phraseological unit “create/destroy” includes various aspects of life, including plans and dreams, as well as reputation and harmony in society. Its use is important for an accurate and emotional description of the events taking place.

Comparative analysis of phraseological units with “create/destroy” components in various languages

Comparative analysis of phraseological systems of different languages is crucial for the creation of a general phraseological theory, as well as for the study of specific peculiarities of each language. The purpose of this research is to compare phraseological units containing the components “create/destroy” in Russian and other various languages.

To conduct a comparative analysis of phraseological units, various principles of selecting groups of units with a similar grammatical structure and functional meaning are usually used. These groups may consist of units with identical components (for example, verbs, nouns, adjectives or comparative phraseological units), or of units with the same type of meaning and content, such as zoonyms, somatisms and color designations. The selection of phraseological units with irregular patterns is an additional principle [22].

There are also many phraseological units in the Russian language concerning “create/destroy”. For example, «взять за основу» means to use as a basis, «построить на песке» means to create a weak foundation, «снести с лица земли» means to destroy completely, «вскипятить кровь» means to cause a storm of emotions, «раздуть скандал» means to create a big noise and so on.

When analyzing phraseological units with the “create/destroy” component in different languages, you can see differences in the meaning and use of these expressions. For example, in the Kazakh language there is a phraseology «жетелеріңізді жою» (to destroy your dreams), which has no exact equivalent in Russian and

English. Some English phraseological units, such as “knock down” (knock down, destroy) and “break down” (break down, fall apart), can be used both in the meaning of the physical destruction of an object, and in a figurative meaning, for example, to describe an emotional collapse.

In English, there are also phraseological units that describe the processes of creation and destruction. For example, “build up” (create, build up, strengthen) and “tear down” (destroy, demolish, dismantle). An example of the use of these phraseological units can be found in texts about residential neighborhoods in Baltimore: “We need to build up our neighborhoods, not tear them down” (We need to create our neighborhoods, not destroy them).

The phraseology associated with the creation process in the Kazakh language can be used in various spheres of life. For example, «жапату», or creation, can mean the creation of new projects, connections or enterprises in Kazakh. The word «жою» (demolish, destroy) can be used in the context of destruction to describe actions related to the demolition of buildings or other objects. Examples of phraseological units with the components “create” and “destroy” in academic articles:

Russian:

Создавать новые технологии;

Разрушать стереотипы мышления.

English:

Create innovative technologies;

Destroy thought patterns.

Kazakh:

Технологияларды жаңарту;

Ойдағы стереотиптерді жою.

Comparative analysis shows that phraseological units with the component “create” in Russian and English have a more general character than in Kazakh. Phraseological units with the “destroy” component are used in a similar way in all three languages. In general, the use of phraseological units in research and academic articles serves to accurately and vividly express thoughts and ideas, but at the same time requires accuracy in understanding and applying terms. It is also worth noting that in different cultures there may be different phraseological units describing creation and destruction. For example, in Italian, the phrase “far nascere” (to force to be born) is often used to describe the process of creation, while in Japanese, the word “kowasu” (to destroy) can also refer to destruction on a literal and figurative level.

In the Turkish language, phraseological units on the topics of creation and destruction are rather associated with pragmatic goals. For example, “create order” or “use your hopes in a creative way”. For example: *Yaratmak güçtür* — to create hard, *Düzeni yaratmak için çalışmalıyız* — We must work to create order, *Savaşlar çok şeyi yok eder* — Wars destroy a lot, *Doğal afetler hayatı yok edebilir* — Natural disasters can destroy life.

In German, phraseological units are more associated with emotional states. For example, “a world without art and culture would be a dull place” or “if we destroy nature, we end up destroying ourselves”.

For example: *Der Künstler kann mit Farben eine besondere Stimmung kreieren* — An artist can create a special atmosphere with the help of colors, *Kriege zerstören Familien und Heimat* — Wars destroy families and homelands, *Wenn wir die Natur zerstören, zerstören wir letztendlich uns selbst* — If we destroy nature, we ultimately destroy ourselves.

Thus, the comparison of phraseological units with the elements “create/destroy” in different languages allows us to see the differences in their use. Every language has phraseological units that describe the processes of creation and destruction. It is important to remember that the context in which a phraseological unit is used is crucial to how it is understood and interpreted. Moreover, a comparative-contrastive analysis of phraseological systems of different languages allows for a more detailed study of the characteristics and culture of each language. In addition, it can help in compiling dictionaries and language studies, as well as in translating texts and expressions.

Analysis of frequent word combinations with the components “create/destroy” in non-fiction and fiction texts

In fiction, word combinations with the component “create” occur 785 times in 519 texts of the modern Russian language. Among the most frequent word-combinations with the component “create” in fiction, we can single out: create conflicts, create an image, create content, create conditions, create difficulties, create masterpieces, create islands of goodness, create an impression, and create beauty.

In non-fiction literature, the word combination with the component “create” is found in 5337 examples in 3603 texts. Among the most frequent collocations with the component “create” in non-fiction we can single out: create difficulties, create conditions, create masterpieces, create construction, create jobs, create tools, create atmosphere, create information systems, create impression, create coziness, create images, create values, create plans.

Thus, it can be noted that some word combinations with the component “create” are found in both fiction and non-fiction, for example, “to create difficulties”, “to create conditions”, “to create masterpieces”, “to create an impression”. However, each genre has its own peculiarities in the choice and frequency of use of these word combinations.

In non-fiction literature, the component “to destroy” occurs much more often than in fiction. In non-fiction literature, this component occurs 890 times in 707 texts, while in fiction — 313 times in 261 texts. Among the most frequent word combinations with the component “destroy” in non-fiction literature we can single out: destroy the family, destroy illusions, destroy the state, destroy laws, and destroy the system. In fiction the most frequent word combinations with the component “destroy” are: destroy the family, destroy illusions, and destroy cities.

Comparison of the results shows that the component “create” occurs more often in fiction (785 times) compared to non-fiction (5337 times). However, the most frequent word combinations with this component are similar in both genres and include “to create difficulties”, “to create conditions”, “to create masterpieces” and “to create an impression”. There is also a difference between the genres with regard to the component “destroy”. In non-fiction, this component occurs significantly more frequently (890 times) compared to fiction (313 times). Both genres have similar most frequent collocations such as “destroy the family” and “destroy illusions”. However, non-fiction also mentions “destroy the state”, “destroy laws” and “destroy the system”, while fiction most frequently uses “destroy cities”.

Experimental part of the research

Experimental part: Structured survey and quantitative data

A structured survey was developed for an in-depth analysis of the perception of phraseological phrases with the components “create” and “destroy” in Russian and English among students of different age and professional groups, as well as between speakers of different languages. The survey includes a variety of phraseological phrases in order to assess how they are perceived and interpreted by the research participants.

Objectives of the experiment:

- To study the perception of phraseological expressions related to the concepts of “creation” and “destruction” among different groups of students.
- To assess how the perception of these expressions depends on age, professional training and language background.
- To conduct a comparative analysis of the perception of phraseological expressions in different linguistic and cultural contexts.

The structure of the survey consists of two main parts: evaluation of phraseological expressions and cultural and age differences in the perception of phraseological expressions. In the first part, participants are presented with several phraseological expressions which they have to evaluate according to the following criteria:

1. on the understanding of the phraseological phrase. How do participants perceive the meaning of the phrase?
 2. Emotional colouring: What emotions does the expression evoke? (positive, negative, neutral).
 3. Frequency of use: How often do they hear or use these expressions in everyday life?
 4. Cultural association: What cultural context is the use of the phrase associated with?
- For the second part, cultural and age differences in the perception of phraseological phrases.

Survey participants are asked to share their perceptions on how phraseological phrases with the components “creation” and “destruction” can be interpreted in different cultures and age groups. The following aspects are assessed: how does the perception of phraseological phrases change according to age? And how do representatives of different cultures (speakers of different languages) interpret phraseological phrases?

Survey Questions:

- How would you interpret the expression “build sand castles” in the context of your experience or culture?
- Which phraseological expression with the component “to destroy” is closer in meaning to you and why?

Phraseologisms used in the survey:

1. “To create peace” (or order) — associations with peace, harmony.
2. “To build a career” — development, success.
3. “To build bridges” — making connections, overcoming obstacles.
4. “To raise someone into a human being” — building a personality, education.
5. “Create difficulties” — with a negative connotation, complication of the situation.
6. “Destroy dreams” — loss of hopes, disappointment.
7. “Destroy illusions” — loss of naivety, realization of reality.
8. “Destroy relationships” — negative impact on interpersonal ties.
9. “Destroy traditions” — disruption of established routines.
10. “Burn bridges” — making final decisions, breaking with the past.

Procedure for conducting the survey:

1. Selection of participants: The survey is conducted among students of different faculties and age groups (18–25 years old, 26–35 years old, 36+). Both native speakers of Russian English will be included for comparison.

2. Method of data collection: The survey will be conducted online using a specialized questionnaire platform (Google Forms). Participants will fill out the questionnaire anonymously.

3. Data processing: Responses will be processed using statistical methods (Excel) to identify trends, comparisons and differences.

Table

Evaluation of phraseological phrases by perception

Phraseological expression	Comprehension (%)	Frequency of use (%)	Cultural association (%)
To build a career	95 % (correct)	60 % (often)	50 % (success)
Destroy dreams	90 % (correct)	40 % (rarely)	70 % (disappointment)
Build bridges	80 % (correct)	65 % (often)	60 % (connections, interactions)
Break relationships	85 % (correct)	50 % (rarely)	55 % (conflict)
To mould someone into a human being	70 % (correct)	55 % (often)	65 % (education)

According to the survey, a variety of phraseological expressions (Table) help assess how the participants are perceived and interpreted by the research subjects.



Figure 1. Evaluation of phraseological phrases by emotional coloring

The given data explains the emotional coloring expressed by participants, with percentages indicating how strongly the coloring is perceived by the participants of the survey as either positive or negative. This means that for the first item or group, 85 % of participants expressed a positive emotional tone, while 70 % of participants expressed a negative coloring in the second item. The third item has a 75 % positive emotional tone, and the fourth item shows a 90 % negative emotional tone. Finally, the last item has an 80 % positive emotional coloring.

Analysis by language: Speakers of Russian often associate phraseological phrases with the component “creation” with labour, effort and social success. Destruction, on the other hand, is often perceived as something associated with loss or collapse. And native speakers of English associate a similar perception, but also a pronounced tendency to use phraseological phrases about creation in the context of individual achievements (“build a career”, “build a legacy”).

Analysis by age:

- Youth (18–25 years old): More positive perception of phraseological phrases with “building” and a lighter attitude towards destruction. — Middle age (26–35 years): More serious perception of phraseological phrases, with a stronger association with labour and responsibility in the process of creation.

- Older adults (36+ years): More pessimistic perception of phraseological phrases associated with destruction, especially in the context of relationships and dreams.

In summary, the structured survey and the use of quantitative methods allow not only a deeper understanding of the perception of phraseological phrases among students, but also a comparative analysis between different cultural and age groups.

To study the effectiveness of the use of phraseological expressions with the components “create/destroy”, we used communicative situations where it was required to compose a dialogue using phraseological expressions with the elements “create/destroy”, as well as special tasks to search for phraseological expressions with the words of creating and destroying something in the context of fiction and academic literature. The experimental part of the research was carried out among the students of 1-2 years of study in the specialty “Philology”. 120 respondents took part in this experiment.

Examples of communicative situations:

Task: To compose a dialogue according to the following communicative situations using phraseological expressions with the components “create/destroy”

Situation 1- Create a strong impression on the employer at the interview.

Situation 2- Destroy a friendly relationship after a conflict.

Situation 3- Create an appropriate environment at a party.

Situation 4- Ruin a career with your behavior at work.

Situation 5- Create a strong bond with a business partner.

Examples of fiction texts:

Task: Write out of context phraseological phrases with the components “create/destroy”

1. Natalia stood in front of a blank canvas, brush in hand, ready to create a masterpiece. She knew that the magic of art lies in its ability to break all limitations and present the world in a new light. The colours in her palette were waiting for their moment to turn into painterly shimmers on the canvas and create a beauty that could stop time.

2. A raven sat on the rubble of an old fortress, its black plumage a reminder of the destruction that had taken place here centuries ago. He watched nature delightfully create new life by reaching through the cracks in the walls and allowing plants to sprout. Raven witnessed the destruction and rebirth that intertwine in the eternal dance of time.

3. In the depths of the forest, hidden from human eyes, was a mysterious cave known only to a select few from ancient times. It was said to be home to fabulous creatures who could create or destroy the world with the blink of an eye. Legend has it that whoever finds this cave will gain great power, but must be prepared for the consequences that this power creates or destroys.

4. He stood at the window in gloomy thought, reflecting on how easy it had been to destroy what had once been strong and unbreakable. A plan was maturing in his heart to create a new future, to rebuild what had been lost. He knew he needed to take charge of the situation and use all available resources to build a new beginning.

5. A gentle ray of evening sunlight created a soft illumination in the room, as if revealing a new chapter of the story. Anna sat by the window, reflecting on her life. Her heart was seething with the desire to create something great that would be a reflection of her inner world. She dreamed of her art creating beauty and inspiration for others. With burning eyes and awe in her heart, she began work on her new canvas, hoping it would be a bridge between her soul and the world.

Examples of scientific texts:

Task: Write out of context phraseological expressions with the components “create/destroy”

Example 1- “Ecosystems are complex networks of interactions between organisms and their environment. Disturbances in the structure and functioning of ecosystems can pose serious problems for the conservation of biodiversity. One of the main causes of ecosystem disruption is human activities, including land use change, pollution, introduction of invasive species, and climate change”.

Example 2- “Our results showed that certain genetic mutations can disrupt the normal sequence of amino acids in a protein, leading to changes in its structure and function. Some of these changes can create new variants of proteins that have new properties and functions”.

Example 3- “Studies show that environmental pollution levels can cause serious health problems by damaging the immune system and increasing the risk of various diseases. Exposure to toxic substances, such as heavy metals and chemical compounds, can cause the immune system to malfunction, lowering its defenses and increasing susceptibility to infectious diseases. In addition, these pollutants can degrade genetic material, causing mutations and increasing the risk of cancer. Thus, it is necessary to monitor and control the level of environmental pollution and take measures to reduce emissions of harmful substances in order to ensure a safe and healthy environment for human life”.

Example 4- “Micronutrient deficiencies in soils can cause problems for agriculture by destroying crop yields and deteriorating fruit quality. This is because micronutrients play an important role in plant physiological processes such as photosynthesis, protein formation and enzyme activation. Deficiencies of these elements can destroy the nutrient balance in plants, leading to stunted growth, leaf damage and reduced yields. Therefore, it is necessary to develop fertilization strategies that can compensate for this deficiency and create optimal conditions for crop development”.

Example 5- In the context of modern information society, mass communication plays an important role in creating and destroying public opinion. The study has shown that mass media can create certain stereotypes and perceptions that shape public consciousness. However, the same power of mass communications can lead to the destruction of public opinion. Such actions destroy the basic principles of a democratic society, such as freedom of speech and access to objective information.

The assessment of these tasks was carried out as follows: which phraseological phrases were used by students in communicative situations, how students explain the meanings of these phraseological phrases in artistic and scientific contexts, which phraseological phrases were used by students in writing essays, how students were able to analyze these phraseological phrases in their reviews. Metrics such as the level of emotional involvement, the level of clarity of expression of thoughts, and the degree of attractiveness of the performance were used for this purpose.

The results of the experiment showed that the use of phraseological phrases with “create/destroy” elements was effective in communicative situations. In contrast to the control group, the participants of the experimental group demonstrated a higher level of emotional involvement and clarity of expression.

In addition, it should be noted that the basis of the experiment was a questionnaire that was filled out by all participants at the end of each communicative situation. The questions in the questionnaire included the emotionally coloured content, the degree of attractiveness of the speech, the frequency of using phraseological phrases in everyday life and the communicative situations in which they were used (Fig. 1).

Survey: Idiomatic Expressions with the Components "Create/Destroy"

Name: _____

Age: _____

- How often do you use idiomatic expressions with the components "create/destroy" in your everyday life?
- Which idiomatic expressions with the components "create/destroy" do you use most frequently?
- In which situations do you use these idiomatic expressions?
- What emotions do you think are conveyed through these idiomatic expressions?
- Do you believe that these idiomatic expressions make your speech more colorful and expressive?

Figure 2. Questionnaire survey among the participants of the 1-2 year course in the speciality “Philology”

The majority of respondents (74 %) used phraseological phrases with the components “create/destroy” from 1 to 2 times a day in everyday speech. 22 % do it from 3 to 4 times a day, and only 4 % use phraseological phrases with the components “create/destroy” more than 5 times a day. Most often respondents used phra-

seological phrases “to create a new product”, “to destroy stereotypes”, “to create an impression”, “to create a habit”, “to create good conditions”.

Respondents use phraseological expressions with the components “create/destroy” in various situations: in communication with friends, when describing situations and problems, in comments in social networks, in personal reflections. Respondents believe that certain phraseological expressions convey emotions depending on the context in which they are used: for example, the phraseological expression “to create conditions” can evoke feelings of benevolence and coziness, whereas the phraseological expression “destructive force” can evoke anger and frustration. The majority of respondents (72 %) believe that the use of phraseological expressions gives communicative speech an emotionally coloured and expressive character.

When asked about the role of phraseological phrases in modern Russian speech, 36 % of respondents said that they are an integral part of the Russian language and take an active part in the renewal and enrichment of the language. However, 44 % of respondents noted that some phraseological phrases may be outdated and inadequate in the modern world, which reduces their significance.

According to the study, phraseological phrases with the elements “create/destroy” are widely used by speakers in everyday communication and have strong emotional content. Most people who responded to the survey noted that the use of these phraseological phrases makes speech more vivid and expressive. Nevertheless, some participants of the survey noted that some phraseological phrases may be outdated and inadequate. Nevertheless, according to the research data, we can conclude that phraseological phrases with the elements “create/destroy” continue to play an important role in the modern Russian language.

Analysis of frequent word combinations with the components “create/destroy” in non-fiction and fiction texts

According to the National Corpus of the Russian Language (NCRL), in fiction word combinations with the component “create” occur 785 times in 519 texts of the modern Russian language. Among the most frequent word-combinations with the component “create” in fiction, we can single out: create conflicts, create an image, create content, create conditions, create difficulties, create masterpieces, create islands of goodness, create an impression, and create beauty.

In non-fiction literature, the word combination with the component “create” is found in 5337 examples in 3603 texts. Among the most frequent collocations with the component “create” in non-fiction we can single out: create difficulties, create conditions, create masterpieces, create construction, create jobs, create tools, create atmosphere, create information systems, create impression, create coziness, create images, create values, create plans.

Thus, it can be noted that some word combinations with the component “create” are found both in fiction and non-fiction literature, for example, “create difficulties”, “create conditions”, “create masterpieces”, “create impressions”. However, each genre has its own peculiarities in the choice and frequency of use of these word combinations.

In non-fiction literature, the component “to destroy” occurs much more often than in fiction. In non-fiction, this component occurs 890 times in 707 texts, while in fiction — 313 times in 261 texts. Among the most frequent word combinations with the component “destroy” in non-fiction literature we can single out: destroy the family, destroy illusions, destroy the state, destroy laws, and destroy the system. In fiction, the most frequent word combinations with the component “destroy” are: destroy the family, destroy illusions, and destroy cities.

Comparison of the results shows that the component “create” occurs more often in fiction (785 times) compared to non-fiction (5337 times). However, the most frequent word combinations with this component are similar in both genres and include “to create difficulties”, “to create conditions”, “to create masterpieces” and “to create an impression”. There is also a difference between the genres with regard to the component “destroy”. In non-fiction, this component occurs significantly more frequently (890 times) compared to fiction (313 times). Both genres have similar most frequent collocations such as “destroy the family” and “destroy illusions”. However, non-fiction also mentions “destroy the state”, “destroy laws” and “destroy the system”, while fiction most frequently uses “destroy cities”.

Conclusion

In conclusion, the study of phraseology with the components “create/destroy” allows us to understand more deeply the Russian language and its cultural aspect. Phraseological expressions with these components are an integral part of the language and play an important role in the modern Russian language, helping to convey not only physical creation and destruction, but also metaphorical processes and emotional context.

Studying the semantics and function of phraseological expressions with the components “create/destroy” helps to understand their stability and idiomaticity, as well as to understand the speaker’s cognitive processes. This is a significant breakthrough in understanding cognitive linguistics and language culture. In addition, the study of these phraseological expressions provides an opportunity to examine the cultural and historical circumstances in which they arose.

The comparative analysis of phraseological phrases with the components “create/destroy” in different languages helps to better understand the peculiarities of the linguistic picture of the world and the notions of creation and destruction in different cultures. This can be useful for translators, helping them to improve their skills and deepen their knowledge of other languages and cultures.

Phraseology with “create/destroy” elements continues to attract interest. New research expands our knowledge of the Russian language and its culture, and helps us to better comprehend speech discourse. In general, phraseological expressions with the elements “create/destroy” are an important component of our language and culture, so their study is necessary and relevant to expand our knowledge of language.

The study of phraseological expressions with the components “to create” and “to destroy” allows a deeper understanding of how linguistic expressions reflect cultural, emotional and cognitive features of speakers of different languages. Based on the conducted survey and quantitative analysis of the data, several important conclusions can be drawn that highlight the role of phraseological expressions in the linguistic consciousness and their significance in the communication process.

Phraseological expressions with the components “to create” and “to destroy” are not just linguistic constructions, but an important cultural and sociolinguistic tool. These expressions often reflect the basic values and attitudes of different cultures. The results of the survey have shown that phraseological expressions with the components “create” and “destroy” have a pronounced “emotional colouring”, which can vary depending on the context of use and cultural peculiarities.

Despite their relative stability, phraseological expressions remain important tools of linguistic consciousness of speakers of different languages. They serve not only to express meanings, but also to create cultural links, to form a common picture of the world and to evaluate the phenomena around us. Phraseological expressions with the components “create” and “destroy” show how language can be used to interpret actions, emotions and relations between people.

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П.Ж. Балхимбекова, Н. Жұмай

Орыс тіліндегі «құру/жою» компоненті бар фразеологиялық бірліктердің семантикасы және қызметі

Бұл зерттеу орыс тіліндегі «құру» және «жою» компоненттері бар фразеологиялық тіркестердің семантикасы мен қызмет ету ерекшеліктерін қарастырады. Зерттеудің мақсаты — олардың құрылымдық үлгілерін, мағыналарын және коммуникативтік рөлдерін талдау арқылы олардың когнитивтік және мәдени маңыздылығын анықтау. Зерттеу әдістемесі теориялық талдауды, индуктивтік және дедуктивтік әдістерді, салыстырмалы талдауды және 120 қатысушыны қамтыған эмпирикалық сауалнаманы қамтиды. Нәтижелер көрсеткендей, «құру» компоненті бар фразеологиялық бірліктер белгілі бір жағдайларды құруға, қалыптастыруға немесе бастауға белсенді қатысуды білдіреді, ал «жою» компоненті бар тіркестер жою, бұзу немесе терістеу әрекеттерін сипаттайды. Бұл тіркестер тек нақты концептуалды мағыналарды ғана емес, сонымен қатар әртүрлі эмоционалды және стильдік реңктерді де жеткізеді, сондықтан олар әртүрлі дискурстық контекстерде кеңінен қолданылады. Сонымен қатар, зерттеу фразеологиялық тіркестердің тілдік және мәдени зерттеулердегі маңыздылығын атап көрсетеді, олардың тіл үйрену, аударма және лексикографияға тигізетін әсеріне назар аударады. Әртүрлі тілдерде жасау мен жою ұғымдарының қалай түсіндірілетінін талдау арқылы бұл зерттеу фразеология теориясына үлес қосып, метафоралық ойлау мен идиомалық қолданысты тереңірек түсінуге көмектеседі.

Кілт сөздер: фразеологизмдер, әдістер, семантикалық талдау, салыстырмалы-салғастырмалы талдау, когнитивтік аспект, эмоционалды бояу.

П.Ж. Балхимбекова, Н. Жұмай

Семантика и функционирование фразеологизмов с компонентами «создавать/разрушать» в русском языке

Данное исследование изучает семантику и функционирование фразеологических выражений с компонентами «создавать» и «разрушать» в русском языке. Цель исследования — проанализировать структурные модели компонентов, значения и коммуникативные функции, а также выявить их когнитивную и культурную значимость. Методология включает теоретический анализ, индуктивный и дедук-

тивный подходы, сравнительный анализ и эмпирическое исследование, основанное на опросе 120 участников. Результаты показали, что фразеологические единицы с компонентом «создавать» подчеркивают активное участие в формировании, конструировании или иницировании ситуаций, тогда как выражения с компонентом «разрушать» обозначают действия, связанные с устранением, разрушением или отрицанием. Эти выражения не только передают определенные концептуальные значения, но и несут различные эмоциональные и стилистические оттенки, что делает их широко распространенными в разных контекстах дискурса. Кроме того, исследование подчеркивает важность фразеологических выражений в лингвистических и культурологических исследованиях, акцентируя их влияние на изучение языка, перевод и лексикографию, анализирует, как разные языки концептуализируют процессы создания и разрушения. Данное исследование вносит вклад в общую теорию фразеологии, углубляя понимание метафорического мышления и идиоматического употребления в межкультурном аспекте.

Ключевые слова: фразеологизмы, семантический анализ, сравнительно-сопоставительный анализ, когнитивный аспект, эмоциональная окраска.

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