SEMANTIC AND STYLISTIC DIFFERENTIATION OF COLOUR TERMS

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Abstract: In everyday life, people mainly identify colours by their names and describe their characters by semantic terms, for example, light red, strong blue, etc. Colour names can be employed to generate semantic interpretation, describe the appearance of the image and finally to identify important semantic symbols. In this section, colours are conceptualized as emotions, feelings, reflections and associations due to visual perceptional reasons.

Key words: Colour perception, language, psychophysiological effects, cultural picture, linguistic methods.

INTRODUCTION

Colour symbolism is definitely an integral part of symbolism, especially in literature. According to Juan Eduardo Cirlot, colour symbolism is commonly the outcome of one of the following aspects: a) a fundamental element that each colour has, intuitively understood as a fact of reality; b) the connection between colour and the planetary symbol which is related to that symbol by tradition; or c) the interrelation that is based on elementary logic (Cirlot 2001, p. 53).

Indeed, in literature, colour terms are one of the most important methods of expressing meanings and ideas in a remarkable and metaphorical way. Yuliya Nelzina proposes the idea that colour symbols generalize and connect the real subjects with ideal ones. Whilst in literary text, symbolic generalization is based on "the associative-semantic field of a colour lexeme", i.e. concepts that stand behind the lexeme, its content. (Нельзина 2007, p. 145). Colour lexemes express direct, figurative (metonymical or metaphor-metonymical) or symbolic meanings, depending on the relations between colour and the object it is associated with (ibid, p. 143).

MAIN PART

The principle of integral perception of speech or literary work doesn't exclude the necessity of a most indent attention of its constituting elements to far as the basic unit of language is a word, it is necessary to linger at the notion of the word and its meaning. Word is the languages as a rule polysemantic: it is a multitude of lexicon semantic variants, by which there understand a word in one of its meanings. The lexicon meaning of each separate lexicon semantic variants is a complex unity.[1]

It consists of the denotative meaning of the word, naming the notion and forming the subjects as the utterance and the connotative meaning connected with the circumstances and participles of the communication and consisting of the emotional evaluative expressive and stylistic components.

We must keep in mind that while speaking about the lexical meaning of word, grammatical meaning must also be taken into consideration in so far as it bears a specific influence upon lexical meaning. In analyzing the polygamy of a word, we have to take into consideration that the meaning is content of a two-faced linguistic sign existing in unity with the sounds.

Black

a) The colour of night completely without light: e.g. black clouds, black shoes, black hair.

b) A dark-skinned race especially the Negro race: e.g. a black American, black African.

c) Very bad full of anger, hate or evil threatening hopeless: e.g. black despair, black human.

Blue

a) the colour of the sky on a clear of deep sea: e.g. blue sky, e.g. blue sky, a blue dress.

b) Sad without hope depressed: e.g. to look blue, blue study.

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[1] Шафрин, Ю. Д. Идиомы английского языка. Опыт использования / Ю. Д. Шафрин. - М.: БИНОМ. Лаборатория знаний, 2003. - 558 с

c) Rather improper showing or mentioning sexual activity in a way that offends many people: e.g. a blue Jack, blue movie.

A supports person who plays for Oxford or Cambridge university.

Red

a) The colour of blood: e.g. a red rose – qizil atirgul.

b) (of hair) of a bright brownish – orange or copper colour.

c) Of the human skin, eyes, pink use for a short time: e.g. she turned red with embracement the child's eyes were red.

White

a) The colour of the milk, salt or snow.

b) Pain in colour: e.g. her face was white with fear – uning yuzi qo'rquvdan oqargandi.

c) Honest, noble: e.g. white emigration.

Green

a) The colour for leaves and gross: e.g. in spring the countryside is very green – bahorda atrof juda yam – yashildir.

b) Young, unripe: e.g. the boy is no green that he is ready to believe everything.

c) Fresh, strong: e.g. he has green memory.

d) Related to the protection of the environment: e.g. the green party is campaigning against the dumping of nuclear waste in sea.

e) Envious jealous: e.g. he is green with envy.

Yellow

a) The colour of butter, gold: e.g. it was early autumn and the leaves were turned yellow.

b) The race that has pale yellow with brown skin.

c) Not brave, cowardly: e.g. you are yellow running away like that.

Pink

a) Pale red colour: e.g. have you been in the sun?

b) Partly supporting socialist ideas and principles: e.g. "Compare red".

Purple

　　a) Dark colour made of a mixture of red and blue.

　　b) Relevant to royal family or the order of cardinal: e.g. to be burn into the purple.

　　c) A splendid, elaborate too high sounding: e.g. his speech is full of purple patches.

Brown

　　Brown has some tints of meaning but they are all closely connected with the meaning of colour of earth, wood or coffee.

Grey

　　a) The colour mixture of black and white the colour of ashes or rainy clouds.

　　b) The colour of old person's hair.

　　c) Old age.

　　d) Dull, joyless, grey mood.

Rose

　　a) A pale to dark pink colour: e.g. her cheeks are rose.

　　b) Optimistic, joyful: e.g. to see the world through.

　　From the above examples it is seen that every meaning in language and every difference in meaning is signaled either by the fact that it appears interests. Thus, brown is the colour of hard instinct family comfort and safety.

Grey

　　Grey of any stimuli or psychological tendencies. Grey is the line of delimitation allowing making out the contrast part. Person is preferring this colour as if to cut wants to be free of any influence. But these aspirations also contain distinct elements.

　　The fact is, students notice the more obvious idioms even if they can not (especially if they cannot) understand or use them. They stick out like a sore them, they do not, notice and use anywhere near enough of those expressions which are

not obvious idioms but which display some of characteristics of idiomaticity[2]. Part of reason for this is that they often consist of "ordinary" words in combination which hardly jump of the page and because most student are obsessed with learning "new" words, they do not "see" anything to learn when they meet these expressions. They just go in one ear and straight out the other. If we are honest as teachers, the same happens to us too. We are so accustomed to these "everyday" expressions, that will fair to draw them to students' attention, unless they ask about them, which for the reason I have just explained, is unlikely. They therefore remain "invisible" unnoticed and unacquired.

Task!

Consider this short text from the entertainments review of a local newspaper. As you read it, imagine which "words" your (intermediate) students would ask you about or which "words" you would teach:

"I always say I shall try anything once. I hate getting stuck in a rut doing the same things going to the same places' week in, week out. I would been meaning to try out Salsa for ages and am I glad that I finally got around to going! The Salsa party night at the ocean Rooms is excellent and a totally different way to spend the night. The crowd ranged from teenagers right up to pensioners but the majority were in their twenties and thirties and no one would feel out of peace here".

I suspect that the average intermediate student will notice and ask about (because the words are new): stuck, rut, ranged pensioners. The more aware learner will ask about stuck in a rut, the crowd ranged from because he/she realizes that the "new" words are part of an expression.

But the following language is also worthy of attention while probably containing any "new" words: I shall try anything once: doing the same thing week in, week out, I would meaning to try out (Salsa) for ages; I finally got round to going; a totally different way to…, spend the night; The crowd ranged from… right up to…, the majority were in their twenties and thirties, feel out of place.

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[2] Шафрин, Ю. Д. Идиомы английского языка. Опыт использования / Ю. Д. Шафрин. - М.: БИНОМ. Лаборатория знаний, 2003. - 558 с

I am not suggesting the learners should learn all of these, but the teacher should draw these expression and patterns to students' attention, other – wise they will be missed because they do not fit the traditional categories of grammar, new vocabulary (individual words), phrasal verbs and idioms. All of these expressions have more or less idiomaticity – a certain degree of fixedness and a certain degree of opacity. Even something as innocent as a different way to… could be missed, therefore never acquired, because of its ordinariness.

But it is often ordinary words that have so much to offer, hidden their idiomaticity, If students are trying to learn (and more are) on the basis that a word has a meaning and when that meaning is known, they have learned it, then a great deal of language will consequently be ignored (or dismissed as idiomatic usage!) Let us consider more expressions with the word. Way:

He is quite good looking in a way.

By the way…

I do not mind either way.

I think it would be better the other way around. I can recommend idioms and idiomaticity as a useful reference book particularly if you are a linguistically and grammatically literate teacher or you simply want to learn more about idioms. In assisting students writing to the point of inventive imitation or partial on known idioms, you will have educated your students indeed.

Defining the Terms

Idiomaticity: this term seems to be the closest to being an applied linguistics term, and what I am really thinking about in terms of group thinking being evidenced by a greater prevalence of idiomaticity use.

Automatization of language: This is a cognitive psychology term which can be used to describe and learned skill.

Chinking: I think a term from education psychology and cognitive psychology which has more to do with reading and how kids are though are thought to break up sentences into chunks in order to improve their reading skills. Leila Ranta at university of Alberta has written about this.

CONCLUSION

From the above examples it's seen that very meaning in long age and every difference in meaning is signaled either by the form of the word itself or by the context. The complexity or the semantic structure of the word in general and the color terms in particular, explained by the fact is a reflection of nature, of people life and culture including their history, traditions and other such like factors which are sometimes full of contradictions and deep unity. The symbolism of color emerging from the human history, customs, made of life and psychology will be considered.

The ways of translation of phraseological units with color. Terms help to understand the language as it has absorbed the human perception of the world and the place through out of color in it.

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As a result of the study of these problems we can come to the conclusion that symbolism of colors in common life is the most developed side of the issue which has found its expressions in numerous traditions, superstitions and legends for as we know from time immemorial people tried to recognize and to explain things and phenomena taking place around them.

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