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## THE RESEARCH OF CONSTRUCTIONS OF VERBS AND THEIR TRANSLATIONS IN FRENCH (TRANSITIVITY AND INTRANSITIVITY)

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### ИССЛЕДОВАНИЕ КОНСТРУКЦИЙ ГЛАГОЛОВ И ИХ ПЕРЕВОДА НА ФРАНЦУЗСКИЙ ЯЗЫК (ТРАНЗИТИВНОСТЬ И НЕТРАНЗИТИВНОСТЬ)

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

*Аннотация.* Различие между переходными и непереходными глаголами важно для выбора вспомогательного глагола при образовании сложных времен, для образования пассивного залога и вообще для изучающих FLE для их доступных переводов.

*Keywords:* verb, transitivity, intransitivity, object complement, direct, indirect.

*Ключевые слова:* глагол, переходность, непереходность, дополнение, прямое, косвенное.

Choosing good presenters with good verbs in all situations has always been a problem. It is a challenge that a French user whose mother tongue is not superior and sometimes has difficulty mastering it. When learning one language from another, it is not uncommon to encounter difficulties. Let us then return to understanding these phenomena which are transitivity and intransitivity. First, you must be able to imagine that the verb is certainly the most important word in the sentence. I would say it's the heart. Sometimes it will be an action or present a state (state verb). Additionally, action verbs are divided into three forms (active, passive or pre-verbal voice). The topic we will focus on in this article concerns transitivity and intransitivity which is another of the many properties of the verb. Traditional grammars define the object as "the person or object on which the action takes place." This action is expressed by the verb and carried out by the subject. This conception of transitivity is defeated by numerous counterexamples.

Used formally, the notions of transitivity and intransitivity characterize the different types of verb constructions. From the point of view of the FLE learner, we can say that transitivity is a purely formal criterion. But it is also very important to learn and apply it. and methods In French, the verb can be called transitive, which is defined according to the verbal object. A verb construction is transitive when the verb has no complement. If we want to say briefly, the non-verb is transitive, it can receive a complement, and intransitive it cannot receive a complement.

Verbs expressing an action which are transmitted directly on an object, that is to say, from a syntactical point of view, verbs which can have a direct object complement: *I read the text. He tells his story.* This object complement is not necessarily expressed: *She sings a song. She sings well. I'm reading a book. I read aloud. I read.* Verbs expressing an action which are transmitted directly on an object, that is to say, from a syntactical point of view, verbs which can have a direct object complement: *I read the text. He tells his story.* This object complement is not necessarily expressed:

*She sings a song. She sings well. I'm reading a book. I read aloud. I read.* It is possible to encounter direct or indirect transitive verbs. The first give rise to a direct object and the second, as you have understood, give rise to an indirect object. Take for example the verb listens. In the sentence, *the dog listens to his master*; we have a direct object. The way to check this is to ask yourself the question: who is the dog listening to? Since the question is direct, we have a direct object which is the master. This is why the verb listen is a direct transitive verb. In the case of indirect verbs, we will have a preposition which will slip between the verb and its complement. This is why we say that the complement is indirect. The verb is separated from its complement by a preposition. Let's take the verb obey. In the sentence, *the dog obeys its master*; we obtain an indirect object complement since the question to ask is: *Who does the dog obey?* From this simple observation follows a fact. Thus, two constructed sentences of the same nature change if the verb is changed. From this, in part, the importance of verbs was increased earlier. Let us now see other examples: the sentence *He evokes his childhood* is constructed from a direct transitive verb (*he evokes what? his childhood*); while the sentence *He remembers his childhood* is constructed from an indirect transitive pronominal verb (*he remembers what? Of his childhood*). The difference in meaning between the two sentences is very slight. To evoke these memories, these are two verbs whose meaning is very close and can, in this particular situation, be interchangeable. On the other hand, the nature of the two verbs differs, since one is direct and the other indirect. This brings us to an observation of primary importance: several prepositions are attached to indirect verbs and must be learned at the same time as the conjugation of the verb. This habit could greatly improve the use of prepositions, since instead of tracing English constructions; we would understand the nature of the verb in the third language, in this case, from the acquisition of the verb, even as basic vocabulary.

Conclusion finally, it should be kept in mind that some people can use transitive methods directly and indirectly depending on the situations, or that they can be trans- and intransitive depending on the situations. This is the case for most verbs. Let's take the verb flower. We can say: *Cherry blossoms* (intransitive); and we can still say: *The nurse decorated my room with flowers* (direct transitive). We also find sentences such as: *I think I like* (direct transitive); and also: *I am thinking of you* (indirect transitive). They are always, in all cases, the same. Translational verbs express actions that do not convey an object. The transitive verb, unlike the others, cannot be separated from any object complement, which is characterized by the non-presence of an object complement (direct or indirect). Ex: *sleep, fall, die...* In fact, such creatures are never accompanied by a direct complement because their properties make it impossible to construct them with a direct or indirect object.

The conjugative verb cannot have a direct or indirect complement because the action described only concerns the subject and cannot extend to an object. The transitive verb, unlike the others, cannot be separated from any object complement, which is characterized by the non-presence of an object complement (direct or indirect). Ex: *sleep, fall, die...* In fact, such creatures are never accompanied by a direct complement because their properties make it impossible to construct them with a direct or indirect object. The conjugative verb cannot have a direct or indirect complement because the action described only concerns the subject and cannot extend to an object. There are special cases for the use of verbs that require special attention. There are ditransitive verbs which can admit both a COD and a COI which we call during the COS (Supplement of second object). For example, there is a man (COD) in his mother (COS). Someone can even build themselves with three complements. He translated this book from Latin into several modern languages. The distinction between trans- and intransitive verbs is not absolute. Some verbs can be both transitive and intransitive in the same form. This change is accompanied by a more or less

noticeable change in meaning. They are called verifiable in stationary orbit. Ex: *the niche tail*. (transitive) *the niche*, (intransitive). *Spring is coming* (intransitive), *Come closer to your chair* (transitive). *Classes end at three o'clock* (intransitive), *the speaker finishes his speech* (transitive). *He leaves every day* (intransitive), *She took her handkerchief out of her pocket* (transitive). *Working on his thesis* (intransitive). *Paul likes to work with wood*. (Transitive). Results Transitivity is the central problem of syntactic and semantic relations, controlled by the predicate in the simple statement.

The study of this phenomenon across different languages and different types of languages shows that transitivity presents diverse faces and responds to variable conditions. It is not possible, for example, to treat it in the same way in Western languages (dominant subject) and in Far Eastern languages (dominant subject). Two approaches, apparently divergent, but in fact complementary, can be applied to transitivity: a search for enumerating all possible criteria and parameters, which can be brought together in a grid; conversely, it is the opposite to express the conditions of transitivity of the semantic requirements applicable to each language in particular. Transitivity is thus reflected in the strategic points of the statement: the agent exercises control over the predicate, which itself applies to one or more objects. It is therefore not the presence or absence of the object of the verb, it is the possibility of receiving or not an object. This means that memorizing prepositions associated with verbs requires method, but once acquired; there will be a dramatic improvement in the syntactic construction of the verb group. In fact, it is not necessary to memorize all possible shapes, but to understand nature. Also, when speaking or speaking we will leave aside the “very perilous” translation in terms of prepositions and the desire to become aware of French verbal constructions. In addition, understanding French in its essence or in its spirit requires a deeper knowledge of the nature of verbs.

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