

THE MAIN NOTIONS OF PHRASEOLOGY

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Annotation: This article provides information about the basic concept, role, types and classification of phraseological units. Some classifications have been given as an example by several scientists, provides information about the linguistic and cultural and linguodidactic features of the use of phraseological units in the educational process. There are also some researchers who have paid great attention to approaches to teaching phraseological units.

Key words: Phraseology, classification, Collins, Smith, Vinogradov, collocations, idioms, branches of linguistics, discourse, linguistics, culture, system

The relationship between language and culture can be seen as the relationship between a part and a whole. Language can be perceived as a component of culture and as an instrument of culture (which is not the same thing). However, language is at the same time autonomous in relation to culture as a whole, and it can be considered as an independent, autonomous semiotic system, that is, separate from culture, which can be observed in traditional linguistics. Linguistics is a complex of sciences, and it is accepted that specialists in one field of language science do not understand their colleagues who are developing problems in another field. This is especially relevant for new complex branches of linguistics, such as socio- and psycholinguistics, cognitive linguistics, linguistics of text and discourse, linguoculturology. Thus, linguoculturology is a discipline that studies the manifestation, reflection and fixation of culture in language. The linguoculturological approach to the explanation of the word in the text "is descriptive in its essence, a specific phenomenon is axiomatically qualified as culturally significant, and the explanation is transferred from the sphere of language to the sphere of history, mythology and folklore. Phraseological units with national and cultural characteristics (specifics, semantics, components) are usually understood as such phraseological units that contain information about the cultural identity of a native speaker. Such phraseological units are a source of cultural information about the language of a given nation, about the peculiarities of people who are native English speakers, which is especially important in the process of teaching a foreign language. Here is an example of the phraseology "a house is a full cup" (i.e. someone lives in complete contentment) - someone lives in contentment; someone's house is the embodiment of abundance (a bowl filled to the brim and overflowing, a treasury). This phraseology also refers to the concept of the material world of man, to the segment "house-housing".

The vocabulary of the language is enriched not only with words, but also with phraseological units. Phraseological units are groups of words that cannot be composed in the process of speech, they exist in the language as ready-made units. They are compiled in special dictionaries. Just like words, phraseological units express a single concept and are used in a sentence as one of its parts. American and British lexicographers call such units "idioms". It is possible to mention such dictionaries as: L.Smith "Words and idioms", V. Collins "Book of English idioms", etc. In dictionaries we can find words that are peculiar in their semantics (idiomatic), side by side with phrases and sentences. In these dictionaries, they are distributed, as a rule, into different semantic groups. Phraseological units can be classified according to the ways • of their formation, • according to the degree of motivation of their meaning, • according to their structure and • according to their meaning of the part of speech.

Phraseological units can be classified according to the degree of motivation of their meaning. This classification was proposed by Academician V.V. Vinogradov for Russian phraseological units. He identified three types of phraseological units: a) merges in which the degree of motivation is very low, we cannot guess the meaning of the whole by the values of its components, they are highly idiomatic and cannot be translated verbatim into other languages, for example, on Shank's mare - (on foot), in sixes and sevens - (in disarray) etc; b) associations in which the meaning of the whole can be guessed by the values of its components, but it is transmitted (metaphorically or metonymically), for example, to play the first violin (to be a leader in something), old salt (an experienced sailor), etc.; c) phrases in which words are combined in their original meaning, but their combinations are different in different languages, for example, cash and carry - (self-service store), in a big way (to a large extent), etc. In order to know idioms well and clearly understand their meaning, we must have an idea of the phrase. So, what is the phrase itself? Why do we say "do homework" and not "do your homework"? and why are we going somewhere "by car" or "by train", but "on foot"? The reason is a "phrase". A phrase means the way in which words form predictable relationships with other words. To know the "meaning" of a word is not only to know its dictionary definition, but also to know which words it is often associated with. We say, for example, "take a look" and "have a look", but not "pretend" or "get an idea". There is no reason or rule that would explain to us why we use some words with a "look", but not others. Searching for the meaning of the words "take" or "have" in the dictionary will not help us find the answer. Phrases, both fixed and more flexible, are the result of many years of habitual use by fluent speakers. Phrases are important because: • they make speech natural and lively; • they provide ready-to-use "fragments" of the English language; • it saves us a lot of time and effort when we try to express ourselves. Many idioms in English are examples of strong phrases. There are very few possibilities for changing the words that make up expressions such as the following: • Under the influence of the weather • lose face • blab Sometimes we can guess the meaning of an idiom if we understand all the individual words from which it is formed. But in many cases this is not possible. For example, it is difficult to understand why "blabbing" should mean "giving out classified information." The words and grammar that make up these idioms are almost impossible to change without changing the meaning. We can't say "on top of the weather" (but we can say "on top of the world"). We cannot say "find a face" or "lose faces" (but we can say "save faces"), and "shed light" is not an idiomatic expression. A small mistake in using these fixed phrases greatly changes their meaning - and often makes them meaningless. In conclusion, I hope that readers and listeners will enjoy using these idioms, and they will learn to understand and use many idioms in Uzbek and English. If everyone keeps an open mind and plays their cards right, their knowledge of English will soon become an object of admiration.

Studying phraseological units in foreign language lessons with national and cultural specifics and accompanying them with the necessary commentary - information about their cultural and historical significance allows you to enrich the dictionary, as well as solve the following tasks: 1) to increase motivation to study native and foreign languages; 2) to awaken the interest of students in the cultural facts of linguistic phenomena. Of particular importance is the study of this linguistic and cultural material, which has a small but significant life experience, skills of comparative analysis of linguistic phenomena. Phraseological units, winged expressions, idioms that perfectly represent the linguistic and cultural aspect of learning a foreign language, in which knowledge about the history, modern social life, culture, everyday life and traditions of the studied language group is encoded, are a huge help in this. As a branch of linguistics and linguodidactics that combines elements of linguistics (revealing the semantics of language units) with elements of country studies (studying the reality of a

country through the words that denote them), language study linguo-country studies includes language training and provides certain information about the country of the language being studied. Linguistics is a special branch of the multidimensional science of language and society - sociolinguistics. In English there are a large number of phraseological units with literary origin, many of them are widely used in everyday colloquial speech. Every Englishman knows from childhood such phraseological phrases from L. Carroll's books "Alice in Wonderland", "Alice through the Looking Glass", as: to smile like a Cheshire cat - to smile from ear to ear; to go mad like a hatter - to go crazy. Shakespeare's famous plays are also of great interest: paradise for fools ("Romeo and Juliet") - the world of fantasy, illusory happiness; pay tribute to the devil ("King Henry V") - pay tribute to the enemy; observed from all observers ("Hamlet") - the center of everyone's attention and many others. Russian scientists also pay attention to this problem, offering certain approaches to improve teacher-student interaction. For example, Khakimzyanova D.F., Shamsutdinova E.K., Melnikova O.K. study project approaches to teaching ESL at Kazan Federal University. In other works, Melnikova O.K. and her colleagues propose a playful approach and an inverted classroom approach to teaching ESL in high school. All this allows us to conclude that a significant range of problems and emerging research prospects expand the boundaries of linguistics and make it a complex science. There are many unresolved issues in linguistics, a significant part of which is problematic. Their complexity and multidimensional nature do not allow us to give exhaustive answers to all of them, to develop a certain point of view. Probably for this reason, sometimes there is some inconsistency in the opinions of the authors, since the issue of determining the boundaries of background knowledge has not been fully resolved, sometimes it includes almost all the knowledge that people possess at the time of communication.

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