

# LINGUOCULTURAL FEATURES OF TEACHING ENGLISH PHRASEOLOGY IN THE EXAMPLES OF UZBEK AND ENGLISH LANGUAGES

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**Abstract.** The following article aims at demonstrating specific features of teaching phraseological units as linguocultureme. The article first defines linguocultureme. It classifies phraseological units in English. Furthermore, it analyzes the ways and aspects of teaching these units, urges to utilize dictionaries of phraseological units.

**Key words.** Cultural linguistics, phraseological units, teaching, set expressions, set phrase, fixed word group, word equivalent, phraseological unit and idiom

**Introduction.** The paradigm shift from structuralism to anthropocentrism gave birth to different new spheres. They are sociolinguistics, cognitive Linguistics, linguoculturology, gender linguistics. Cultural linguistics is one of these modern trends in linguistics. Yu.S. Stepanov claims that linguistics is a science about “language in the human and the human in language” [Stepanov, 2004]. This sphere has seen great strides in the scientific works of authors like Ashurova, Galieva in Uzbekistan as well. They have investigated language and language teaching within the framework of the anthropocentric paradigm. focusing on the study of relationships between language and society, language and mind, language and culture. Phraseological units are one of the linguocultureme that should be taken into deep consideration when teaching contents or languages.

**Research findings and discussion.**

A phraseological unit is basically a multiword lexical unit that is characterized by presenting a certain degree of fixation or from isolated words of the language, either simple or compound words. Phraseological units are words that have a specific valence. Phraseological units are to some extent semantically indivisible, but structurally they can be divisible. Phraseological units are partially altered combinations of words. Phraseology as an independent science came to existence in the 1940's and 1950's. The theoretical foundations for semantic and functional analysis of phraseological units within the framework of lexicology were laid down by Ch. Bally, A.A. Potebnya, B. de Courtenay, A.A. Shakhmatov, N.M. Shanskiy, O. Jespersen. The linguists analyzed Phraseological units. They also gave their own opinions in terms teaching them.

- ✓ Set expression- The term set expression is on the contrary more definite and self-explanatory, because the first element points out the most important characteristic of these units, namely, their stability, their fixed and ready-made nature. The word "expression" suits our purpose, because it is a general term including words, groups of words and sentences, so that both ups and downs and that's a horse of another color are expressions.
- ✓ Set phrase- an unvarying phrase having a specific meaning, such as 'raining cats and dogs', or being the only context in which a word appears, for example 'amends' in 'make amends'.
- ✓ Idioms- An idiom is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase; but some phrases become figurative idioms while retaining the literal meaning of the phrase. Categorized as formulaic language, an idiom's figurative meaning is different from the literal meaning.

Despite the differences of terms and approaches, all scholars agree that phraseological units are word-groups that "are not created in speech but introduced into the act of communication ready-made" (Arnold, 1973, p. 142). M.I. Michelson, Sh. Bally, S.I. Abakumov, V.V. Vinogradov, B.A. Larin and A.I.

Smirnitsky, A.A. Amosova, A.V. Kunin are scholars that came to the same conclusion. Here some examples: "to kick the bucket", "Greek gift", "drink till all's blue", "drunk as a fiddler (drunk as a lord, as a boiled owl)", "as mad as a hatter (as a march hare)". Now we will analyze the parallel phraseological units in English and Uzbek.

English	Uzbek
<ul style="list-style-type: none"> <li>• to keep one's word</li> <li>• to be as good as one's word</li> <li>• to break one's word</li> <li>• to be worse than one's word</li> <li>• to go back on one's word</li> <li>• to give one's word</li> <li>• to be true to one's word</li> <li>• to be better than one's words</li> <li>• a man of word and deed</li> <li>• to give a word of honour</li> </ul>	<ul style="list-style-type: none"> <li>• сўз бермоқ</li> <li>• сўз олмоқ</li> <li>• сўзида турмоқ</li> <li>• сўзида қаттиқ турмоқ</li> <li>• йигит сўзи</li> <li>• сўзи сўз</li> <li>• сўзида турмаслик</li> <li>• сўз бермаслик</li> <li>• сўздан қайтмоқ</li> <li>• сўзини бузмоқ</li> </ul>

Phraseological units are considered to be specific linguistic units, conveying cultural information "woven" into their semantics or connotations and expressing cultural stereotypes, etalons and archetypes. When a teaching is trying to teach phraseological units they have to take several aspects into consideration. They should investigate etymology of these units, evolution of their meanings, linguocultural, pragmatic, gender aspects, cultural stereotypes and symbols, etalons and archetypes, cultural codes and cultural values. Because background knowledge about these data, teacher can improve cross-cultural complete. Teachers should ensure interpretation of associative and imagery basis of phraseological units in its relation to national-cultural stereotypes as well. Teachers should plan how to teach phraseological units by separating components such as anthroponyms, toponyms, colour terms, floronyms or they can arrange phraseological units within one

thematic group such as promise, love. Motherland, family, friendship, relationships, nature, human beings. There are special types of phraseological dictionaries with cultural comments. The most popular ones are the dictionaries of idioms:

- ✓ Collins Cobuild Dictionary of Idioms (1998, 2002, 2006, 2011)
- ✓ Oxford Dictionary of English Idioms (1998, 2004, 2009)
- ✓ Cambridge Idioms Dictionary (2006)
- ✓ Longman Idioms Dictionary (1998, 2006)

According to V.N. Teliya phraseological units are defined as linguistic representations of cultural phenomena due to their ability to reflect the national mentality and the system of cultural values of the people who speak this language. Thus they can serve as a good tool to improve the competence of pupils to cross-cultural communication. So, in most cases phraseological units express the evaluative attitude of the human to the world. In other words, phraseology is regarded as a set of valuable data about culture and the mentality of the people, their customs and traditions, myths, rituals, habits, behavior. So, phraseological units constitute an important culture relevant and evaluative layer of the conceptual world picture. Another way to teach phraseological units is mass media. Thereby authentic materials have been referred. TV commercials prove to be time-saving and inspiring, and therefore an extremely efficient means of organizing various activities that contribute to the effective perception of English idioms and consequently to develop foreign language competence (Khalitova, L., Gimaletdinova, G. 2014).

**Conclusion.** Teaching phraseology in foreign teaching languages plays a crucial role in forming vocabulary and lingua-cultural competence of students. That is basically because of the fact that phraseological units encapsulate a national, country's cultural outlook. There have been discussed and analyzed various ways of teaching fixed word groups, fixed expressions, phrasal verbs and idioms.

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