

**Methodological approaches to the usage of phraseological units in
English lesson**

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Annotation. *The article deals with the methodological units to the use of phraseological units in English classes conducted in primary, secondary and high school departments. The way of teaching using phraseological units at different stages is taken into consideration.*

Keywords: *teaching phraseological units, English language, students, trainers, skills.*

“Who dares to teach must never cease to learn.”

(John Cotton Dana)

Phraseology is one of the essential components of any language. This is a section in linguistic field which describes the set expressions that have developed in the language. All proverbs, sayings and idioms are phraseological units. We use them on a daily basis, without even noticing it. Indeed, English language is quite rich with phraseology. Individuals knowing phraseologies are able to freely utilize and comprehend while speaking with native speakers. Moreover, the study of phraseology requires its own research approaches, since it is a rather complex phenomenon.

Phraseological units, also known as phrasemes or fixed expressions, are combinations of words that have a specific meaning that is different from the meanings of the individual words. These expressions are commonly used in

language and often have cultural or contextual significance. Examples include idioms like "kick the bucket" or "break the ice," as well as collocations like "make a decision" or "take a shower." Phraseological units play a significant role in communication, as they add depth and nuance to language use. Phraseological units enrich speech not only quantitatively, but also qualitatively. Indeed, the formation of phrasal expressions is limited due to lexical resources of the language.

They are spread widely in our daily communication. In English language phraseological units are used in two ways: orally and in written form. In writing they are used in works of art, and journalism. Alternatively, it is prohibited to use them in scientific articles, essays and official documents. However, it is welcome to use phraseological units in specific works such as biography, essays and informative text since they give emotional color and simply embellish and refresh the text.

It is not a secret that one of the things that really makes a language beautiful, colourful, melodious is its phraseological units. They make language sound special. That is why it is very important for a pupil to know them. Most pupils like learning PUs because they seem to hold a special magic. English language learners hear these colourful phrases and try to understand them.

Phraseological units contain special values of the times in which they appeared. There is always a problem in their understanding. But in spite of this fact, you should teach you pupils PUs. Teaching PUs may seem intimidating, especially if your pupils have never heard them before. Getting your learners familiar with them early on can help them to speak more naturally and give them deeper understanding of the language. If your pupils try to understand the meaning of a phraseological unit it means that they increase their knowledge. We state that the importance of teaching English PUs when studying English as a foreign language is great because it demonstrates the interrelation between language and pupils. PUs should be learned by school-learners because they are specific structures of forming their vocabulary and they develop their linguacultural

competence. We know that vocabulary of the English language consists of words and word equivalents which are not created by the speakers but used as ready-made linguistic units [2].

Pupils should know that they are compiled in special dictionaries called phraseological ones. Teachers should teach their pupils how to use them. Pupils, in their turn, should understand that good knowledge of the English language is impossible without knowledge of its phraseology. Ability in this area makes it easier to read English literature in the original. Speaking about phraseology we should say that it is a branch of linguistics studying word-groups consisting of two or more words whose combination is integrated as a unit, i.e. their structure is stable, with a transferred meaning [3]. For example, “white elephant” is not an animal, it is a PU which means something very expensive but useless. Another example “to get into hot water” does not mean getting into any water. It is an English PU that means to be in trouble because of bad behavior [1, 38].

According to V.I. Dal, translating phraseological units from one language to another presents significant difficulties. When translating, it is important not only to convey the meaning of phraseology, but also to display its imagery, stylistic function, and context features. Many English stable combinations are characterized by ambiguity and stylistic diversity, which complicates their translation into other languages. (V.I. Dal, 1997)

One of the frequent mistakes of the translator is the inability to notice phraseological units and their literal translation. Thus, a phraseological unit is often taken as a free combination of words. This leads to gross mistakes and distortion of the meaning of the statement: "After the resounding success she decided to hang up her ax" - instead: - After a resounding success, she decided to retire.

The next difficulty is the difficulty of perceiving a phraseological unit. The translator should select the translation option depending on the context. This is a problem, since the expression can be used with a touch of irony, sarcasm, resentment, bitterness or irritation. The translator should also take into account

that most of the English phraseological units have multiple meanings. For example, the expression "to take the floor" in the political sphere means "to speak" and colloquially "to go dancing". Depending on the situation, "you can never tell" can be translated as "how much know" and "what the hell is not joking."

The first and most important condition in any case is to be able to recognize in the text phraseological units, as opposed to free language units. The inability to notice phraseological units and their literal translation is one of the frequent mistakes of the translator. Thus, a phraseological unit is often taken as a free combination of words. This leads to gross mistakes and distortion of the meaning of the statement: - "After the resounding success she decided to hang up her ax" instead: - After the deafening after success, she decided to retire. Therefore, as soon as an expression that logically contradicts the context appears in the text, it should be considered as a possible phraseology.

The second important condition in the process of recognizing phraseological units is the ability to analyze their speech functions. For example, the conflict between figurative literal meanings is often used by the author of the text to play off any figurative, aesthetic, emotional, evaluative and other associations or to create a humorous effect. In addition, phraseological units are quite firmly anchored to certain socio-cultural layers of society and serve as a sign of the indirect presence of one or another layer in the text.

Problems may arise even when translating international phraseological units that have the same source and approximately the same meaning in different languages, but received different functional characteristics. For example, in English the well-known saying Caesar's wife must be above suspicion corresponds to the Russian "Wife Caesar should be above suspicion", but unlike English, where this phraseology is easily split into components that can be used separately, implying the whole, these components are not so autonomous, so when translation the most correct way is to restore the whole: Madam, you are Caesar's wife. "Madame, Caesar's wife should be above suspicion.

Another aspect of this problem is the similarity of phraseological units having different, even opposite meanings. The translator is often let down by such an external similarity, so you need to be attentive to the details of phraseological expression, since the correspondences can be very far apart in form.

Phraseology emerged relatively recently as an independent linguistic discipline. The subject and tasks, scope and methods of studying phraseology have not yet been clearly defined, and therefore have not received full coverage. The linguists did not work out there is no consensus on what phraseology is, therefore, there is no unity of views on the composition of these units in the language. Some researchers include stable combinations in phraseology, others only certain groups. So, some linguists do not include proverbs, sayings and winged words in the category of phraseological units, considering that they differ in their semantics and syntactic structure from phraseological units. There are two trends in the study of culture. On the one hand, scientists are trying to figure out what exactly is being studied and how it is being studied when a specific approach is applied; and what may be a suitable field of study for the general science of culture. This means that culture is not an object of research that needs scientific analysis. J. Condon focuses on the relationship between culture and translation, since culture is largely based on translation activities, since it is only through the addition of new texts, culture can improve. (J. Condon, 1997)

Analyzing the interaction between culture and language, as well as between culture and translation, it should be noted that culture and translation are among the most defining and influential variables in human communication. There are many comments regarding the relationship between language and culture. Although most of them point to the necessity of these concepts, some hypotheses insist on their uselessness.

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