

SEMANTIC, STRUCTURAL CLASSIFICATION OF PHRASEOLOGICAL UNITS AND USE OF EDUCATIONAL PHRASEOLOGICAL

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Phraseology is one of the branches of linguistics. Phraseology is derived from the Latin language, phrasis-speech, logos-teaching. A phrase (phraseological unit) is a stable combination of two or more words that express a mobile meaning and have the same meaning as one word. Phraseologisms are stable combinations of figurative meaning, which have the integrity of meaning and are made up of a stable relationship of two or more words before the speech process, and are ready for speech. The branch of language that studies phrases is called phraseology, and the set of phrases is called phraseologism.

A phrase (phraseological unit) is a stable combination of two or more words that express a mobile meaning and have the same meaning as one word. They have the following properties in educational phraseological units.

1. Phrases are usually equivalent to words in terms of meaning and usage: *to draw a blank* means to not be able to remember something. “Tina tried to remember the answer to the question, but she drew a blank.”

2. Phrases express figurative meaning and have expressiveness and imagery. For example, *to put one's thinking cap on* means to think very seriously or very hard about something.

“It's a difficult riddle. If you want to solve it, you'll have to put on your thinking cap.”

“I have no idea what my speech is going to be about. I'll put on my thinking cap and get back to you about it.”

3. Phrases are the answer to one question in the structure of a sentence and act as a part of a sentence: *To pass with flying colors* means to easily accomplish something. We often use this expression to talk about tests or exams.

“It was such a hard test. I have no idea how you managed to pass with flying colors.”

“Being a non-native English speaker, Karina struggled with English Literature. She was, however, able to pass all her math and science classes with flying colors.”

4. It is possible to include other words in some phrases or to change the words in the composition: *A teacher's pet* is a student who is clearly the favorite of the teacher and often receives special treatment.

“I know he's the teacher's pet now, but that doesn't mean he'll be like that when he's a teenager.”

“All the other students got mad when the teacher's pet reminded Mrs. Owens that she hadn't given any homework.”

5. Phrases are used more colloquially and artistically. Effective use of them increases the effectiveness of the speech.

All the phrases express figurative meaning and emotionality is stronger in them than words. Therefore, phrases increase the expressiveness and effectiveness of speech. The branch of language that studies phrases is called phraseology, and the set of phrases is called phraseologism.

Phraseology as an independent branch of linguistics appeared in Russian linguistics in the 40s of the 20th century. Its initial formation was based on the works of Russian scientists A. A. Potebnya, I. I. Sreznevsky, A. A. Shakhmatov. The issue of studying stable (stable) word combinations in separate Phraseology was raised in the educational and methodical literature of the 1920-1940 years - in the works of Ye.D. Polivanov, S. Abakumov, L. A. Bulakhovsky. In Western European and American linguistics, phraseology is not distinguished as a separate branch of linguistics. Research in the field of phraseology in Uzbek linguistics began in the last century. Until now, phraseology has been studied from various aspects (Sh. Rahmatullayev, B. Yoldoshev, A. Mamatov, etc.), several dictionaries on phraseology have been compiled (Sh. Rahmatullayev, M. Sodikova), writers include Abdulla Kadiri, Abdulla Qakhor, Hamid Olimjon, Aydin, The phraseological composition of Said Ahmed's works has been studied. In the 1970s and 1980s, a center coordinating phraseological research and producing special collections operated under SamSU.

Semantic classification of phraseological units plays crucial role in linguistics. This classification was suggested by acad. Vinogradov V.V., who developed some points first advanced by the Swiss scientist Charles Bally. He described phraseological units as lexical complexes which cannot be freely made up in speech, but are reproduced as ready-made units. The meaning of such expressions is distinguished from the meaning of free combinations is idiomatic. The classification is based on the motivation of the unit.

According to the degree of idiomatic meaning of various groups of phraseological units, Vinogradov V.V. classified them as follows:

1. *Phraseological fusions* are units whose meaning cannot be deduced from the meanings of their component parts, the meaning of phraseological fusions is unmotivated at the present stage of language development, e.g. red tape, a mare's nest, My aunt! The meaning of the components is completely absorbed by the meaning of the whole;

2. *Phraseological unities* are expressions the meaning of which can be deduced from the meanings of their components; the meaning of the whole is based on the transferred meanings of the components, e.g. to show one's teeth (to be unfriendly), to stand to one's guns (to refuse to change one's opinion), etc. They are motivated expressions;

3. *Phraseological combinations* are traditional word groups. Word combinations are combined with their original meaning, e.g. *to break news, to meet the demands, to take a liking*, etc. The components are limited in the ability to combine with each other by some linguistic factors.

According to structural classification, Prof. Smirnitsky A.I., who worked out this classification, described phraseological units as highly idiomatic set expressions functioning as word equivalents, and characterized by their semantic and grammatical unity. Prof. Smiritsky suggested three classes of stereotyped phrases: *traditional phrases*

(nice distinction, rough sketch); *phraseological combinations* (to fall in love, to get up); *idioms* (to wash one's dirty linen in public), but only the second group is given a detailed analysis.

He classified phraseological combinations according to their structure into two large groups: (1) one-top (one-summit) phraseological units, which he compared with derived words and (2) two-top phraseological units, which he compared with compound words.

Prof. Smirnitsky further subdivided one-top units into:

- a) verb-adverb phraseological units of the type "to give up", e.g. *to bring up, to try out, to look up, to break up, to drop in, to come up, to back up*, etc.;
- b) phraseological units of the type "to be tired", e.g. *to be surprised, to be up to*, etc.;
- c) prepositional-substantive units, e.g. *by heart*.

The complexity of phraseologism as a linguistic unit, the conflict between its meaning and its separate form, the inconsistency of the phrase and etymological meanings make it difficult to use it in the speech process. This, in turn, requires careful mastering of the norms of using phraseology in speech. Phraseologisms are a complex language phenomenon, and it is necessary to pay special attention to their study. The fact that the teacher's speech is rich in phraseology is of great importance in increasing the vocabulary of students.

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7. Cf. Jespersen, O. "Grammar deals with general facts of language and lexicology with special facts". *Philosophy of Grammar*.
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