The Problem of Semantics of Structural Phraseological Units

Gulmira Nazarova *
Student of Samarkand State University, Uzbekistan

Abstract
This article deals with the issue of semantics of structural phraseological units in modern English language as well as author tries to exemplify several notions from prominent scholars who contributed in the sphere of linguistics.
Key Words: *primordial, interlingual, phraseological units, proverbs.*

* Corresponding Author
DOI: https://doi.org/10.1997/czh8wt57

Arizona, USA

Phraseological semantics closely contiguous to lexical, but nevertheless, it has peculiar row of characteristic features. The subjects of discussion are types of meanings in the sphere of phraseology, phraseological recomprehension, phraseological abstraction, inner from of phraseologisms, aspects of phraseological meanings. During the analysis of phraseological units' meanings, it is necessary to articulate semantic elements, no more than that or another aspects of phraseological meanings.

Phraseological units' semantic structure is wider than its meanings, as its not confined only by significative, denotative and connotative aspects, but also defined by inner form, with construction of all formation as a whole, types of grammatical meanings, for example, number and cases, monosemy and polysemy, also with systemical linguistic and speech connections.

The term "national – culture meaning" is used conditionally, as it means denotative – significative meaning of a word, which has fully national – cultural content. Unequivalent typological study of languages, and serving to different cultures refer to these group of words. Unequivalents, as known, are words, serving for expression of notions, which are not observed in another culture and don't have equivalent in the limits of language, which they belong [1].

National – cultural component of meanings in phraseological units with some facts of cultures, social and common life of nation. Acquaintance with phraseology opens a new view to some tradition and customs. For example, nautical phraseological units open less know for us life of England as naval power.

National – cultural component of meanings in phraseological units contains in preconditions of its origin, in other words, its inner from, which have been discussed the previous paragraphs and further paragraphs.

It's also proposed that idioms in general have a lot in common with literary quotations, some of which exist as idiomatic ready-made units with their own specialized meaning. To be or not to be (Shakespeare), to cleanse the Augean stables (mythology), a voice crying out in the wilderness (the Bible), and other quotations with specialized meaning and idiomatic value differ little from proverbs and sayings, which can also be considered quotations from English folklore and are part of this branch of literary studies.

The concept of phraseological units as idiomatic word-groups that operate as word equivalents has also been questioned. The following are the key issues of contention:

1. When used to distinguish phraseological units from other more or less idiomatic word groups, the criteria of function is viewed as unreliable. In some utterances, the same word-groups may function as an inseparable group, while in others, they may function as a separable group, with each component performing its own syntactic function. This1 Definitions are reproduced from V. H. Collins. A Book of English Idioms[2].

The form of the phrase in which the word-group is utilized appears to account for some of the debatable points. Thus, in the sentence She took care of everything, the predicate is perceived as a single unit, whereas in the sentence Great care was taken to keep the children happy, the predicate is clearly separable into two components: the verb take serves as the predicate, and the noun care serves as the object. The word-functional group's unity appears to have disrupted.

2. It is also argued that the function criterion serves to identify a relatively small group of phraseological units comparable to phraseological fusions in traditional semantic classification, but that it does not provide an objective criterion for the majority of word-groups that fall somewhere between free word-groups and highly idiomatic phraseological units.

In Modern English, phraseological units are also handled from a contextual standpoint. It is proposed that phraseological units should be defined by certain types of context, based on the notion that individual meanings of polysemantic terms may be observed in certain circumstances and may be understood as reliant on those contexts. Variable contexts are made up of free word groupings, whereas phraseological units have a fixed structure.

The stability of the word-group is referred to as non-variability. Within the limitations of the lexical valency of the term under examination, replacement of one of the components is allowed in changeable situations including polysemantic words. It has been noticed, for example, that in word groups like tiny town, the word town may be replaced by a variety of other nouns, such as room, audience, and the adjective little by a variety of other adjectives, such as huge, big, and so on. The meaning of little is unchanged by the substitution of nouns, which means 'not huge' in all word groupings. The meaning of town is unaffected by the change of adjectives.

The so-called free word-groups are distinguished by the diversity of their lexical components. The variable members of other word groups, such as tiny business and small farmer, offer as a hint to the meaning of the adjective small. Small means 'not huge' when paired with the phrases town, room, etc., but small simply denotes 'of limited size' or 'with limited capital' when used with the nouns business, farmer, etc. Traditional collocations are a term used to denote word groupings of this sort. In contrast to word groups with changeable members, phraseological units do not enable replacement. In the phraseological unit tiny hours, for example, 'the early morning hours from roughly 1 a.m. to 4 a.m.' Prof. N. N. Amosova proposed this technique in her book анлиско раеолоии. Y, 1963, and subsequently extended in "English Contextology," L., 1968 [3].

Small only signifies 'early' in conjunction with hours, hence there is no variable member. Only in this fixed non-variable context does the phraseological unit tiny beer small have the meaning 'weak.' As can be seen from the examples above, a non-variable context indicates that one of the member-words has a specialized

meaning. The specialized meaning of one of the lexical components is interpreted as the meaning of the word solely in the provided phrase (e.g. tiny hours), i.e. it cannot be found in the word alone or in any of the variable word-groups in which the word is employed. As a result, lexical component stability and specialized meaning are seen as interdependent properties of phraseological units with distinct semantic structures.

Unilateral dependency may be seen in the two requirements for phraseological units: specialized meaning of the components and non-variability of context.

Because specialized meaning of member-words or idiomatic meaning of the entire word-group is never observed outside defined situations, specialised meaning demands total stability of the lexical components.

Phraseological units are separated into phrasemes and idioms based on whether one of the components of the full word group has specialized meaning.

Phrasemes are two-member word groupings in which one of the parts has a specialized meaning that is dependent on the second component, as in little hours; the second component (hours) serves as the only hint to the first component's specific meaning because it is only encountered in the given context (small hours). The term that acts as a clue to one of the component's specialized meaning is frequently employed in its main meaning (cf., for example, small hours, and three hours, pleasant hours, etc.

Idioms are distinguished from phrasemes by the idiomaticity of the entire word-group (for example, red tape — 'bureaucratic procedures') and the inability to assign meaning to individual elements of the group. Idioms are components that are conceptually and grammatically inseparable.

They may consist of uncommon word combinations that are generally unallocable when taken literally, such as mare's nest (a mare — 'a female horse,' a mare's nest — 'a fraud, a finding that proves untrue or useless'). The phrase's idiomaticity is indicated by its unusual collocability, or logical incompatibility of member-words.

Idioms made composed of words that are ordinarily brought together are homonymous with matching variable word-groups, such as to let the cat out of the bag — 'to reveal a secret,' and the key to the idiomatic meaning is located outside the phrase itself.

The following are the primary criticisms of the contextual approach: 1. The absence of context variation does not always suggest that the component or components of the word-group have specialized meaning. In rare circumstances, total lexical component stability is discovered in word-groups including words with a small or specialized lexical valency range, such as shrug one's shoulders.

Traditional collocations are word groupings with a particular amount of idiomaticity. Traditional collocations, on the other hand, have a different requirement than phraseological units. Traditional collocations are seen as word groupings with partially changeable parts in the contextual

approach; the degree of idiomaticity is ignored..

As a result, word-groups like clench fists (teeth) and cast(throw, hurl) something in someone's teeth may both be referred to traditional collocations on the basis of substitutability of one of the member-words, despite a visible difference in idiomatic meaning.

When we compare the three ways outlined above, we can see that they have a lot in common because the primary characteristics of phraseological units, namely stability and idiomaticity or lack of motivation, appear to be essentially the same. However, it should be highlighted that the criteria outlined in the three methods are only adequate for identifying extreme examples, such as extremely idiomatic non-variable and free (or variable) word-groups.

According to the semantic approach, red tape, mare's nest, and other phrases belong to phraseology and are classified as fusions since they are fully unmotivated. Because of their grammatical inseparability and function in speech as word-equivalents, they are also considered phraseological units in the functional approach.

Because of the difficulty of any change in the 'fixed context' and their semantic inseparability, the contextual approach classifies red tape, mare's nest, and other phraseological units as idioms.

The status of the vast majority of word-groups, however, cannot be determined with certainty using these criteria because, in most cases, we are dealing with a degree of idiomaticity and stability rather than total idiomaticity and stability. There are yet to be proposed objective criteria for idiomaticity and stability.

To win a triumph, for example, is a phraseological combination according to the semantic method since it is almost entirely driven and allows for some flexibility to win, to obtain a victory. It is not a phraseological unit, according to the functional approach, because the degree of semantic and grammatical inseparability is inadequate for the word-group to operate as a word-equivalent.

According to the contextual approach, little hours is a phraseme since one of the components is employed literally. It is a phraseological unit if we categorize it using the functional method since it is syntactically inseparable and so operates as a word-equivalent. As can be seen from the above, the status of partially motivated word-groups is determined differently depending on which of the phraseological unit criteria is used.

References

[1]. Шехтман Н.А. Практикум по Фразеологии Современного Английского Языка. Ленинград 1971.

[2]. Арнольд И.В. Лексикология современного англ. языка: [Учеб. для ин-тов и фак. иностр. яз.]. – 3-е изд., перераб. и доп. – М.: Высш. шк., 1986. – 295с.

[3]. Виноградов В. С, Введение в переводоведение, М., 2001.

Arizona, USA

[4]. Kamalova, A. (2023). Labeling of Information in Communicative Discourse According to Culture. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(1), 26-31.

[5]. Kamalova, A. I. (2023). Approaches Defining the Term "Concept". American Journal of Philological Sciences, 3(11), 72-76.

[6]. Kamalova, A. (2023). "Homework Online" As an Innovative Technology of Teaching a Foreign Language. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(5), 57-61.

[7]. Kamalova, A. (2023). The Subject-Predicative Basis of a Sentence Predisposed to Segmentation. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(1), 20-25.

[8]. Kamalova, A. (2024). Translation Transformations in the Process of Translating a Literary Text. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(2), 50-53.

[9]. Nabiev, A. (2023). Particular Aspects of Teaching Polysemy Among Senior High School Students. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(5), 50-56.

[10]. Nabiev, A. (2023). The Importance of Neutrality in Linguistics. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(5), 36-40.

[11]. Nabiyev, A. I. (2022). The concept and characteristics of syntactic structures: the history of the issue.

[12]. Alisher, N. (2020). Modern pedagogical technologies in teaching English Учёный XXI века.

[13]. Nabiev, A. (2024). Syntactic Position of Trivalent Components in a Sentence. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(1), 6-13.

[14]. Isomiddinovna, N. Z. (2021). Linguistic Expressiveness in a Literary Text. European Scholar Journal, 2(3), 166-167.

[15]. Nabiyeva, Z. (2023). Cognitive Semantics of a Verb and its Lexical Interpretation. Journal of Language Pedagogy and Innovative Applied Linguistics, 1(5), 83-86.

[16]. Isomiddinovna, N. Z. (2021). The Place and Role of Visual Media in the Creation of Speech. International Journal on Orange Technologies, 3(3), 138-139.

[17]. Khamroyeva, F. (2021). A Direct Method for teaching Arabic language in Uzbekistan. Science and Education, 2(5), 687-698.

[18]. Khamroeva, F. F., & Abdullaeva, V. S. (2022). Novels that create additional narrative structures. (The ice palace). Евразийский журнал академических исследований, 2(2), 703-709.

[19]. Khamroyeva, F. (2021). Problems experienced with the teaching of Arabic to learners in muslim schools in Uzbekistan. Science and Education, 2(5), 725-733.

[20]. Hamroyeva, F. (2024). "Hikoyachi" va "Mavhum muallif" tushunchalari (O'tkir Hoshimov asarlari misolida). Theoretical aspects in the formation of pedagogical sciences, 3(1), 149-152.

[21]. Hamroyeva, F. F. (2023). O'tkir Hoshimovning kichik hikoyalaridagi "Nutqiy niqob" ning ifodalanishi. Oriental renaissance: Innovative, educational, natural and social sciences, 3(10), 357-363.

Arizona, USA

[22].   Фахриддиновна, Ҳ. Ф., & Кулиева, Д. А. (2022). С. Фицджеральднинг 30-йиллардаги новеллаларида нарратив транспозициянинг ўзига хослиги ва унинг структураси (мавҳум муаллифнинг нутқий ниқоби–"the rich boy" новелласи). barqarorlik va yetakchi tadqiqotlar onlayn ilmiy jurnali, 2(1), 376-379.

[23].   Hamroyeva, F., & O'Sarova, D. (2022). Chet tillarni o'qitish bo'yicha mamlakatimizda olib borilayotgan islohotlar va innovatsion texnologiyalardan foydalanish. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 24), 237-243.

[24].   Hamroyeva, F., & Hikmatillayev, M. R. (2022). Sharq adabiyotshunosligi, adabiy aloqalar va millatlararo. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 24), 228-236.

[25].   Ilhomovna, H. P., & Ismatovna, D. G. (2020). The Role of Extracurricular Activities in an Educational Process. JournalNX, 335-339.

[26].   Ilhomovna, K. P. (2021). Representation Of the Category of Case in The Example of Non-Relative Languages. Journal of Pedagogical Inventions and Practices, 3, 164-167.

[27].   Хотамова, П. И. (2022). Қардош бўлмаган тиллар тизимида субстанциал посессив ва квалификатив посессив синтаксемаларни фарқлаш усуллари. Международный журнал искусство слова, 5(5).

[28].   Xotamova, P., & Toshbultayev, S. (2023). The study of ways of expressing the category of case. Академические исследования в современной науке, 2(12), 74-77.

[29].   Хотамова, П. И. (2022). Ўзбек тили гап таркибида кваликатив посессив синтаксема вариантлари. Международный журнал искусство слова, 5(4).

[30].   Хотамова, П. И. (2022). Кваликатив посессив, поссесив тотал, посессив агентив синтаксемалар. международный журнал искусство слова, 5(4).

[31].   Хотамова, П. И. (2022). Инглиз тили гап таркибида квалификатив поссесив синтаксема вариантлари. Academic research in educational sciences, 3(6), 727-729.

[32].   Xotamova, P. (2019). Xorijiy tillarni bilish va ulardan samarali foydalanish. in Молодой исследователь: вызовы и перспективы (pp. 264-266).

[33].   Marufov, E. (2023). Phonetic competence of students and its content. Science and innovation, 2(B2), 83-89.

[34].   Marufov, E. (2021). The importance of phonetics in enhancing students'speaking skills. Мир исследований, 2(2).

[35].   Маруфов, Э. У. (2023, October). Личностно-ориентированные образовательные технологии. In The Role of Technical Sciences in IV Industrial Civilization: International Scientific and Practical Conference (UK) (pp. 66-69).

[36].   Uktamovich, M. E. (2023, September). Use of game, classified, modular, individual learning technologies in the development of students' English phonetics. In Actual Problems in Higher Education in the Era of Globalization: International Scientific and Practical Conference (Vol. 3, pp. 17-19).

[37]. Уктамович, М. Э. (2023). Талабаларнинг фонетик компетенциясини ривожлантиришда лойиҳа таълим технологияларини лойиҳалаштириш. pedagog, 6(2), 262-266.

[38]. Маруфов, Э. (2023). Талабаларнинг фонетик компетенциясини ривожлантиришда ўқув адабиётлари ва электрон ресурслардан фойдаланиш. Педагогика и психология в современном мире: теоретические и практические исследования, 2(3), 54-58.

[39]. Маруфов, Э. (2021). Fonetik laboratoriya va xorijiy til mashg'ulotlari. Общество и инновации, 2(4/S), 84-87.

[40]. Маруфов, Э. (2021). Фонетическая лаборатория и курсы иностранного языка. Общество и инновации, 2(4/S), 84-87.

[41]. Qizi, E. A. Z., & Qizi, A. S. B. (2023). Pragmatics and semantics as special areas of linguistics. International Journal of Advance Scientific Research, 3(11), 160-167.

[42]. Qizi, E. A. Z., & Qizi, X. Y. I. (2023). The background of the emergence of pragmalinguistics. International Journal of Advance Scientific Research, 3(06), 58-62.

[43]. Zafarovna, E. A. (2022). The role of educational games in english classes. Journal of new century innovations, 19(6), 342-344.

[44]. Ergashevich, S. S. (2022). Bio-social need to the study of lexical meaning. Journal of Positive School Psychology, 6(9), 4771-4777.

[45]. Шодиев, С. Э. (2017). Парафразалар ва уларнинг деривацион хусусиятлари. Хорижий филология, 2, 246-250.

[46]. Шодиев, С. (2021). Синтаксическая деривация терминов. Иностранная филология: язык, литература, образование, (2 (79)), 70-74.

[47]. Шодиев, С. Э. (2019). Деривационные особенности фразеологических выражений. Бюллетень науки и практики, 5(9), 512-520.

[48]. Шодиев, С. (2020). Турғун сўз бирикмаларининг синтактик деривацияси. Филология фанлари бўйича фалсафа доктори (PhD) диссертацияси автореферати. Самарқанд.

[49]. Шодиев, С. (2016). Некоторые определения устойчивых выражений, составных терминов и терминов. Иностранная филология: язык, литература, образование, 1(2 (59)), 71-75.

[50]. Shodiyev, S. (2024, February). The impact of the English borrowings into uzbek language and culture. In Conference Proceedings: Fostering Your Research Spirit (pp. 266-268).

[51]. Shodiyev, S. E., & Saifulloeva, S. I. (2024). Linguocultural investigation of Uzbek and Tajik linguoculturemas. Innovative Development in Educational Activities, 3(3), 322-326.

[52]. Шодиев, С. (2023). Гап қолипидаги турғун бирикмалар компонентлари ҳақида баъзи мулоҳазалар. Зарубежная лингвистика и лингводидактика, 1(5), 17-24.

[53]. Кадыров, А., & Шодиев, С. (2022). Abstract and concrete nouns and their word formation. Анализ актуальных проблем, инноваций, традиций, решений и художественной литературы в преподавании иностранных языков, 1(01), 317-318.

[54].   Shodiev, S. E. (2022). Derivative features of phraseological expressions. ISJ Theoretical & Applied Science, 03 (107), 648-651.

[55].   Шодиев, С. (2018). Синтаксическая деривация фразеологических единиц. Иностранная филология: язык, литература, образование, 3(2 (67)), 71-75.

[56].   Шодиев, С. (2017). Парафразы и их деревационные особенности. Иностранная филология: язык, литература, образование, 2(2 (63)), 26-30.

[57].   Шодиев, С. (2017). Деривационные особенности фразеологических единиц. Иностранная филология: язык, литература, образование, 2(4 (65)), 61-65.

Arizona, USA