# Classification Principles of Structural Phraseological Units

**Fotima Gulyamova ***
*Student of Samarkand State University, Uzbekistan*

**Abstract**
*This article deals with the classification principles 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:*** *composition, combination, phraseological units, proverbs.*

**Arizona, USA**

There are three classification principles of phraseological units. The most popular is the synchronic (semantic) classification of phraseological units by V. V. Vinogradov. He expanded on several ideas previously proposed by Swiss linguist Charles Bally and pushed for a strictly lexicological approach to the subject. It means that phraseological units were defined and classed as lexical complexes with certain semantic properties. His classification is based on the unit's motive, or the link between the whole's meaning and the meanings of its constituent pieces. The degree of motivation is connected to the expression's rigidity, indivisibility, and semantic unity, that is, the ability to change the form or order of components and replace the entire with a single word, albeit not always.

All phraseological units are classified into phraseological fusions, phraseological unities, and phraseological combinations according to Vinogradov's categorization.

The meaning of a phraseological fusion is never altered by the meanings of its constituents [8; 244].

It signifies that phraseological fusions are the most advanced level of mixing. The meaning of the individual components is totally absorbed by the meaning of the whole, as well as the expressiveness and emotional characteristics of the whole.

Once in a blue moon – very seldom;

To cry for the moon – to demand unreal;

Under the rose – quietly.

Linguists refer to phraseological fusions as idioms, which refer to a total loss of the core form. It's a difficult etymological challenge to explain the meaning of idioms (tit to tat means "to retaliate," yet no one can explain the meaning of the phrases tit and tat).

Phraseological unity is a semantically indivisible phraseological unit whose entire meaning is prompted by its constituents' meanings [8; 245].

In general, phraseological unities are phrases in which the whole unity's meaning is founded on and understandable from its constituents, rather than being the sum of their meanings. The significance of the term is not far removed from its common connotations. The broad metaphorical meaning of a free word-combination gives rise to this connotation. It is the consequence of a metaphoric metaphorical evaluation of a word combination.

To come to one's sense –to change one's mind;

To come home – to hit the mark;

To fall into a rage – to get angry.

The semantic duality characterizes phraseological unities. Because these word-combinations can be employed as free in the direct sense and as phraseological in the figurative meaning, the semantic meaning of individually extracted phraseological unities separated from the context cannot be determined with certainty.

A phraseological combination (collocation) is a composition or statement in which each word has its own distinct meaning but one of the components has a predetermined meaning [8; 246].

It indicates that phraseological combinations have one component

with a literal meaning and the other with a figurative one.

To make an attempt – to try;

To make haste – to hurry;

To offer an apology – to beg pardon.

The fourth category of phraseological units is defined by some linguists who cling to the mainstream notion of phraseology and refer to it as communicational units (sentences) and winged words.

Phraseological expression is a semantically divisible structure that is stable by form and usage and consists of words with free meanings [8; 246].

East or West, home is best;

Marriages are made in heaven;

Still waters run deep.

Proverbs, sayings, and aphorisms from notable politicians, writers, scientists, and artists are examples of phraseological phrases. They are short statements that reflect some truth as determined by wisdom and common knowledge. They are frequently metaphoric in nature and contain components of implicit information that are well understood but not explicitly present in the speech.

Professor A. I. Smirnitsky classified phraseological units structurally by comparing them to words. He emphasizes one-top units, which he contrasts with derived words, which contain just one root morpheme. He also calls attention to two-top units, which he compares to compound words because compound words typically contain two root morphemes. Among one-top units he points out three structural types:

a) units of the type "to give up" (verb + postposition type);

To back up – to support;

To drop out – to miss, to omit.

b) units of the type "to be tired". Some of these units remind the Passive Voice in their structure but they have different prepositions with them, while in the Passive Voice we can have only prepositions «by» or «with»:

To be tired of;

To be surprised at.

There are also units in this type which remind free word-groups of the type "to be young":

To be akin to;

To be aware of.

The difference is that in a sentence, the adjective "young" can act as both an attribute and a predicative, whereas the nominal component in such units can only act as a predicative. The verb is the grammar center in these units, and the second component is the semantic center:

c) prepositional-nominal phraseological units:

On the doorstep - quite near;

On the nose – exactly.

Because these units are counterparts of unchangeable words like as prepositions, conjunctions, and adverbs, they lack a grammatical center; instead, the nominal portion serves as their semantic center.

A.I.Smirnitsky identifies the following structural categories among two-top units:a) attributive-nominal such as:

A month of Sundays;

A millstone round one's neck.

These units are noun equivalents that can be partially or completely idiomatic (if the expression is idiomatic, then we must consider its components in the aggregate, not separately). Sometimes the first

component of partly idiomatic units (phrasisms) is idiomatic: high road; other times, the second component is idiomatic: first night.

Both components are idiomatic in many cases: red tape, blind alley, bed of nail, shot in the arm, and many others.

b) Phraseological verb-nominal units:

To read between the lines;

To sweep under the carpet.

The verb is the grammatical center of such units, while the nominal component is the semantic center in many cases: to fall in love. The verb is both the grammatical and the meaning center in certain units: not knowing the ropes. These units can also be idiomatic: to burn one's boats, vote with one's feet, go to the cleaners, and so forth.

c) phraseological repetitions, such as:

Now or never;

Part and parcel (integral part).

Such units can be based on antonyms: ups and downs, back and forth; commonly they are produced by use of alliteration: cakes and ale, as busy as a bee.

Conjunctions are used to connect components in repeats. These units are adverb or adjective counterparts with no grammatical center. They can also be somewhat or completely idiomatic: cucumber cool (partly), bread and butter (perfectly).

Phraseological units, like compound words, can have several tops (or stems in compound words):

To be a shadow of one's own self,

At one's own sweet will.

Parts of speech can be classed as phraseological units. I. V. Arnold recommended this categorization. The following are the groupings [2;302]:

a) noun phraseologisms or nominal phrases that refer to an item, a person, or a living being:

b) bullet train;

The root of the trouble.

b) verbal phrases or verb phraseologisms denoting an action, a state or a feeling:

To sing like a lark;

To put one's best foot forward.

c) adjectival phrases or adjective phraseologisms denoting a quality:

As good as gold;

Red as a cherry.

d) adverbial phrases or adverb phraseological units, such as:

From head to foot;

Like a dog with two tails.

e) prepositional phrases or preposition phraseological units:

In the course of;

On the stroke of.

f) conjunctional phrases or conjunction phraseological units:

As long as;

On the other hand.

g) interjectional phrases or interjection phraseological units:

Catch me!;

Well, I never!

There are additional sentence equivalents, proverbs, sayings, and quotes in I. V. Arnold's classification: "The sky is the limit," "What makes him tick," and "I am easy." Proverbs are frequently metaphorical, such as "Too many cooks ruin the soup," but sayings are typically non-metaphorical, such as "Too many cooks spoil the broth." "Where there is a will there is a way" [2; 172].

Phraseological units are units that are functionally and semantically inseparable. Phraseological units cannot be formed up freely in speech, but they may be replicated as ready-made units. The lexical components of phraseological units are stable and non-motivated, meaning that their meaning cannot be derived from the meaning of their constituents. Not just words, but also phraseological units, add to the lexicon of a language. Phraseological units are word groupings that cannot be formed during speech but exist as ready-made units in the language. They're kept in specialized dictionaries. Similar to words, phraseological units communicate a single idea and are utilized as one portion of a sentence. Such units are referred to as "idioms" by American and British lexicographers. Dictionary titles include L. Smith's "Words and Idioms," V. Collins' "A Book of English Idioms," and others. We can locate words with unusual semantics (idiomatic) alongside word – groupings and phrases in these dictionaries. They are usually organized into several semantic groupings in these dictionaries.

A.V. Koonin categorized phraseological units based on their formation. Individual components of phraseological units appear to have no lexical significance outside of the word – group:

Eg: red tape (bureaucratic methods);

To take care;

To get rid of;

A.V. Koonin believes that phraseology should be a separate linguistic study from lexicology. The roles of phraseological units in speech are used to classify them[4;407].

We also discover groupings of idioms linked with domestic and wild animals and birds, agriculture, and cookery in Smith's categorization.

There are also idioms drowned from sports, arts, and other activities. This categorization principle is frequently referred to as "etymological." The phrase doesn't seem fitting since when we talk about the origin of a word or a word – group, we typically imply something elseWhether the term (or combination of words) is native or borrowed, and if borrowed, what is the borrowing process. True, Smith devotes special attention to idioms taken from other languages, but this is only a minor component of his overall categorization scheme.

Here are some instances of sea-related examples:

To be all at sea is to be unable to comprehend anything; for example, how can I be a judge while I am all at sea? I'm afraid I'm completely lost in this situation.

V.A Collins compares the metaphor to a boot being flung around, out of control, with its contents having no idea where they are. Whether you drown or swim, you will either fail or triumph.

E.g: It is a case or swim. All depends on his own effort.

In deep water – in trouble or in danger;

In low water, on the rocks – in strained financial circumstances.

To show one's color – to betray one's real character or intentions. The

**Arizona, USA**

allusion is, one more to a ship showing the flag of its country at the most.

To strike one's colors – to surrender, to give in, ad unit one us beaters. The metaphor refers to ships hurling down its flag.

To bow the storm – to give in, to a know ledge one's defeat.

Three sheets in the wind (sl.) – very drunk.

Half sea over (sl.) – drunk.

Though, as previously stated, direct ties with seafaring have been severed in all of these idioms, distant recollections of sea romance and adventure remain in some of them. The importance of Russian researchers' contributions to phraseological study cannot be overstated. Academician V.V.Vinogradov has already made a significant contribution to his field of language research. Vinogradov's categorization scheme is based on the components' weakest cohesiveness.

The stronger the semantic coherence, the more remote the meaning of the individual pieces.

As a result, Vinogradov divides phraseological units into three categories:

a Phraseological combinations are word groupings that have had their meanings altered in some way. They can be considered to be clearly motivated, in the sense that the meanings of their constituents are clear:

To be good at something;

To have bite;

To come to a sickly end;

To look sight;

To rake something for granted;

To stick one's word;

a. Phraseological units are word groupings having an entirely different meaning, i.e., the unit's meaning differs from the meaning of its constituent parts. They are motivated units, or to put it another way, the meaning of the entire, unit can be derived from the meaning of its constituent parts; the metaphor, on which the shift of meaning is based, is obvious and transferable.

To sit on the fence, for example.

(- in discussion, in politest, etc. Refrain from committing oneself to either side);

To lose one's head.

(to be at a loss what to do, to be out of one's mind);

To lose one's heart to somebody.

(to fall in love);

A big bug pot (sl).

(- a person of importance);

A fish out of water.

(- a person situated uncomfortable outside his usual or proper environment);

c Phraseological fusions are word – groupings with a completely different meaning, but, unlike unifies, they are demotivated, that is, the meaning of the constituent parts has lost its clarity and precision.

Example; Nick and crop

(- entirely, altogether, thoroughly).

To show the white feather.

(- to try and please or attract somebody; to show exaggerated attention to somebody).

It is evident that the structural properties of phraseological units are ignored by this categorization method. The boundary dividing unities from fusions, on the other hand, is hazy and even subjective. To one individual, the

same phraseological units may look motivated (and therefore be labeled as a unity). And apathetic to another (and be regarded as a fusion).

Professor N. Amosova divides phraseological units into two types, based on whether one or both components are utilized in phrase logically bound meaning[1;287].

If all the components have idiomatic meaning. Such phraseological units are called "idioms".

Example: To toe the line.(- to do exactly as one is told).

If one of the components has bound specialized meaning dependent on the second components she celled "presumes".

Example: To bring to book.(- to bring to justice);

Small years.(- in the childhood).

## References

[1]. Амосова Н. Н. Основы английской фразеологии, Ленинград «Посвещение», 1963.

[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.

[4]. Кунин А.В. Английская фразеология. (Теорет. курс.) М., «Высшая школа»,1970. – 343с.

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

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

[7]. 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.

[8]. 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.

[9]. 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.

[10]. 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.

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

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

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

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

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

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

[17].      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.

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

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

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

[21].      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.

[22].      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.

[23].      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.

[24].      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.

[25].      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.

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

[27].      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.

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

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

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

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

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

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

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

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

[36]. 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).

[37]. 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).

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

[39]. 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.

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

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

[42]. 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.

[43]. 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.

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

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

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

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

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

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

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

[51]. 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).

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

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

[54]. 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.

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

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

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

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