



INKWELL PUBLISHING

Journal of Language Pedagogy & Innovative Applied Linguistics

ISSN: 2995-6854

Vol. 2 No. 3 (2024)



JA Inkwell Publishing
jainkwellpublishing.com

**Journal of Language
Pedagogy and Innovative
Applied Linguistics
(JLPIAL)**

**Vol. 2 No. 3
(March)
Arizona, USA**

2024

Journal of Language Pedagogy and Innovative Applied Linguistics (JLPIAL)

Founder: **JA Inkwell Publishing**

Published since August 2023.

Issued Monthly

ISSN (Online): 2995-6854

DOI: 10.1997

SOI: 1.1746/1997

Journal of Language Pedagogy and Innovative Applied Linguistics, registered in USA, and indexed in more than 20 international scientific bases.

Editorial office: <http://jainkwellpublishing.com>

E-mail: jnr@jainkwellpublishing.com

Editor-in Chief: Dr. Asher Navarro (USA)

Editorial Board:

1.	Prof.	Anna Carlson	USA	Comparative Language Studies
2.	Dr.	Sophia Lee	USA	Cognitive Linguistics, Psycholinguistics
3.	Dr.	Emily Baker	USA	Phonetics and Phonology, Language Acquisition
4.	Dr.	Michael Nguyen	USA	Technology-Enhanced Language Learning, Corpus Linguistics
5.	Dr.	John Smith	UK	Literary Theory and Criticism
6.	Prof.	James MacKinley	Chile	Textual Analysis and Hermeneutics
7.	Dr.	Aygul Ibragimova	Australia	Semiotics and Discourse Analysis
8.	Prof.	Leyla Hasanova	Italy	Narrative Studies and Literary Semantics
9.	Prof.	Jonathan Wong	Taiwan	Linguistic Anthropology and Ethnography
10.	Dr.	Aisha Belkati	Algeria	Applied Linguistics and Language Teaching Methodology
11.	Dr.	Otabek Yusupov	Uzbekistan	Comparative Language Studies
12.	Dr.	Ruben Gonzalez	Costa Rica	Sociolinguistics and Language Policy
13.	Prof.	Ilkhomjon Tukhtasinov	Uzbekistan	Literary Theory and Translation Studies
14.	Dr.	Olesya Kondratieva	Russia	Sociolinguistics and Language Policy
15.	Dr.	Sunnatillo Rakhmonov	Uzbekistan	Philosophy and Hermeneutics

Journal of Language Pedagogy and Innovative Applied Linguistics (JLPIAL)



Journal of Language Pedagogy and
Innovative Applied Linguistics Vol.2 No.3 2024
Arizona, USA



SJIF IF (2023): 7.718
SIF (2023): 1.5
ISI IF Value: Under Evaluation



The authors need to make sure the information they use is correct and that they cite their sources properly in the articles published in the journal.



© Collective of Authors
© Journal of Language Pedagogy and
Innovative Applied Linguistics



CONTENTS OF THE ISSUE

- 1. FEATURES OF TEACHING ENGLISH TO PRIMARY SCHOOL CHILDREN**
Madina Rakhmatova, Zarina Vafaeva 6-10
- 2. METHODOLOGY OF ORGANIZING THE STAGE OF TRAINING LEXICAL UNITS**
Farida Hamidova11-15
- 3. THE MAIN APPROACHES TO THE INTERPRETATION OF THE CONCEPT OF A FUNCTIONAL SEMANTIC FIELD**
Gulhayyo Nabiyeva16-19
- 4. THE PROBLEM OF SEMANTICS OF STRUCTURAL PHRASEOLOGICAL UNITS**
Gulmira Nazarova20-28
- 5. CLASSIFICATION PRINCIPLES OF STRUCTURAL PHRASEOLOGICAL UNITS**
Fotima Gulyamova29-38
- 6. FEATURES OF INTRODUCING A PUN IN ENGLISH FAIRY TALE**
Baxodir Aslanov39-46
- 7. THE MAIN CHARACTERISTICS OF THE CONCEPT “MAN” IN RUSSIAN AND ENGLISH**
Muxiba Baxadirova47-51
- 8. THE ROLE AND IMPORTANCE OF INNOVATIVE METHODS OF FORMING COMMUNICATION CULTURE IN FUTURE FOREIGN LANGUAGE TEACHERS**
Makhfuza Azimova52-56

Journal of Language Pedagogy and
Innovative Applied Linguistics
March 2024, Volume 2, No. 3, pp: 6-10
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



Features of Teaching English to Primary School Children

Madina Rakhmatova¹, Zarina Vafaeva^{2*}

Senior Teacher Department of English Teaching Methods of the Samarkand State Foreign Language
Institute, Uzbekistan¹

Senior Teacher Department of English Teaching Methods of the Samarkand State Foreign Language
Institute, Uzbekistan²

Abstract

This article deals with the aspects of teaching English language in primary level school. In addition, it provides theories of the issue and several feasible methods in which pedagogues can use in their classes.

Key Words: *mental attributes, training programs, language barrier, multilingual.*

Paper/Article Info

Reference to this paper should be made as follows:

Rakhmatova, M., & Vafaeva, Z. (2024). Features of Teaching English to Primary School Children. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(3), 6-10. <https://doi.org/10.1997/vnxdeq63>

* Corresponding Author

DOI: <https://doi.org/10.1997/vnxdeq63>

The topic of teaching foreign languages to children in the age range of six to seven has recently sparked attention among educators, philologists, and parents. In the past, only a tiny percentage of schools employed such foreign language teaching methods, and little emphasis was placed on the challenges and quirks of learning a foreign language, beginning in preschool or the second year of secondary school. At this point, it is very common to start learning a foreign language in elementary school or preschool.

It is important to keep in mind that youngsters pick up foreign languages by imitation - that is, through acquiring a language without intentional instruction - by mimicking the speech of adults. Put another way, nobody breaks down a child's speech into digestible chunks, gives them speech samples, arranges them in a certain order, or explains grammar rules to them. Despite this, a normally developing child already masters this most complex grammar by the time they are five or six years old, and by the time they are seven or eight years old, they are speaking in complex sentences and lengthy texts. Additionally, because of their exceptional capacity to copy, which fades with maturity, children pick up the second language just as quickly as they did the first - spontaneously and without understanding the rules.

The best time to learn a foreign language is in preschool. The child's mental attributes, including the flexibility of their natural speech assimilation mechanism, their quick memory of language, the intensive

development of cognitive processes, their capacity to analyze and synthesize speech flows in various languages without confusing those languages and their modes of expression, their unique imitation ability, and the lack of a language barrier, make this possible. Learning a foreign language also helps a child's general mental development, speech abilities, and the expansion of his outlook, according to scientists like Sh. A. Amonashvili, N. A. Bonk, L. A. Wenger, I. N. Vereshchagina, L. S. Vygotsky, P. Ya. Galperin, N. A. Gorlova, E. P. Komarova, A. A. Leontiev, E. I. Negnevitskaya, G. V. Rogova, E. N. Tregubova, A.M. Shakhnarovich, etc.

The major goal of teaching a pupil a foreign language is to help him grow personally by exposing him to a new language and setting up the conditions necessary for him to better adjust to the multilingual and multicultural environment of today's world. Preschoolers' psychophysical makeup should be taken into consideration while teaching them a foreign language.

Teachers have gained enough job experience throughout this period of time to enable the combination of English language training programs at the beginning (kindergarten through school). Each stage's training objectives and material were spelled out in detail. The primary goal of the first year of study is to progressively familiarize oneself with the phonetics and customs of Great Britain as well as the English language. Little songs, rhymes, counting books, and activities are taught in the school to help with this. The major goal of the second year

of education is to get students ready for elementary school. Contact with the children's literature of the nation where the studied language is spoken expands one's understanding of the place, restocks the passive lexical resource, and deepens one's acquaintance with the phonetics of the English language.

Nevertheless, in practice, teaching preschoolers a foreign language does not always achieve its objectives. The majority of the time, this is the result of failing to follow the fundamental rule that English should be learned for the purpose of being able to apply information in real-world situations rather than for its own sake.

Children (especially those in preschool) can successfully master the speech of a foreign language because they are characterized by their ability to memorize language more quickly and flexibly than at later learning stages, their lack of the so-called "language barrier", or their fear of inhibition that keeps them from speaking in a foreign language even when they have the necessary skills, and their relative lack of experience speaking in their native tongue. Furthermore, since it's a preschooler's primary activity, you may make practically every language unit beneficial for communication.

The desire to learn and say a lot and limited language and speech experience (not knowing how much can be expressed with a small vocabulary) are two major contradictions that frequently arise at a later start of learning this subject. All of this allows for the optimal blending of the communicative needs and the

possibilities of their expression in a foreign language by children of a given age at an early age.

Children's preschool development is viewed as a separate component of the contemporary educational paradigm and denotes a protracted lifelong process. Parents are entitled to select an extracurricular activity that they believe will provide the groundwork for their child's development of certain language skills and talents. Teachers are left to create and deploy pedagogical technology in the classroom without the support of standardized standards and learning models. In light of this, we recognize the necessity of creating fresh curricula and techniques of supplementary instruction in order to make preschool-age foreign language learning successful.

"Teaching a foreign language to children from the age of six or seven has once again become the subject of an interested conversation between teachers, philologists and parents. The society is not satisfied with the level of language training of secondary school students and one of the ways to shift this level is to shift the starting point of the process of learning a foreign language to preschool education or grade 1 of secondary school, which is traditionally considered the most favorable periods for mastering a second language" [1].

When teaching children a foreign language, it's important to keep in mind that "the theory of language acquisition by a child that existed until recently was the basis of the psychological and pedagogical concept on which foreign language teaching

was based in different countries". In accordance with this notion, a youngster picks up a language by mimicking the speech of adults in an unintentional manner. To put it another way, no one breaks down a child's speech into digestible chunks, gives them speech samples, arranges them in a certain order, or explains grammar rules. Despite this, a normally developing child is able to master even the most complex grammar by the age of five or six, at which point they are able to construct independent statements and solve communicative tasks. By the time they are seven or eight years old, complex sentences and texts of significant length are included in their speech". [2]

Furthermore, this idea holds that a child's remarkable capacity to imitate - which fades with time - allows them to acquire a second language in the same way that they learned their first: spontaneously and without understanding the rules. The growth of the pupil in a multilingual setting serves as evidence. However, imitation is not the primary method by which children learn languages in their early years. Rather, the ability to independently construct an utterance is the result of a child's extensive (unconscious) analytical work, which entails not so much imitation as it is breaking down and generalizing everything the child sees and hears in order to arrive at a set of rules that govern how the child expresses his unique ideas and intentions. "All children, regardless of the specific features of their native language, go through the stage of so-called supergeneralization. Education such as

"children", "turned on the light", "fish have no teeth" in the speech of children, "comed" "gone", "footies" in the speech of young native English speakers - all this suggests that the child discovered the rule ("this is how you should do when there are a lot") and he wants to act together with this generalized rule. Sometimes it is said that a child acts by analogy, but any analogy, as stated by the outstanding psychologist A.R. Luria in his work "Speech and intelligence in child development", presupposes generalization". [3]

The psychological foundation of being fluent in one's native tongue:

From all the noises he hears around him, the infant recognizes only those that are phonemic—that is, sounds that have distinct meanings in the native language system. Little children quickly learn hundreds of words by heart because learning English serves the same social purposes as their native tongue, such as playing with a playmate who speaks a foreign language or interacting with an English-speaking grandmother. This creates a psychologically similar situation for the child.

Under such circumstances, a kid will actually pick up English more quickly and fluently than an adult, and the belief that knowledge acquired during childhood is retained for life is widespread. However, if you focus only on one area of foreign language communication, you'll see that a kid's proficiency in that language disappears. After a prolonged period of time, this area disappears completely, leaving the youngster with virtually no proficiency in that language.

Adequate psychological and pedagogical planning of the teacher-student activities - or more accurately,

their interactions - is necessary for the execution of these needs.

References

- [1]. Бабанский Ю.К. Педагогика. – М.: Просвещение, 2010.
- [2]. Верещагина Е.М. Лингвострановедческая теория слова. – М.: Просвещение, 2011.
- [3]. Верещагина И.Н., Притыкина Т.А. Тетрадь по английскому языку для II класса школ с углубленным изучением английского языка. – М.: Просвещение, 1995.

Journal of Language Pedagogy and
Innovative Applied Linguistics
March 2024, Volume 2, No. 3, pp: 11-15
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



Methodology of Organizing the Stage of Training Lexical Units

Farida Hamidova *

Master Student of the Samarkand State Institute of Foreign Languages, Uzbekistan

Abstract

This article gives information about methodology of designing the stage of training lexical units as well as author tries to exemplify several notions from prominent scholars who contributed in the sphere of pedagogy.

Key Words: *stage, differentiation exercises, proportion, transformational exercises.*

Paper/Article Info

Reference to this paper should be made as follows:

Hamidova, F. (2024). **Methodology of Organizing the Stage of Training Lexical Units**. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(3), 11-15.
<https://doi.org/10.1997/c8j8xv38>

* Corresponding Author

DOI: <https://doi.org/10.1997/c8j8xv38>



At the training stage, various language skills are formed. For this purpose, actions with lexical units are repeatedly performed in the form of separate operations. A large number of actions are carried out related to differentiation, imitation, substitution, transformation.

Optimal conditions for the formation of skills include:

- multiple and regular admission of this lexical unit at first;
- inclusion of assimilable units only in well-learned syntactic constructions;
- “transparency” of the nearest linguistic environment of the word, the exclusion of undigested words and grammatical phenomena from it [1].

Differentiation exercises form the primary skills of distinguishing and comparing the studied phenomena according to certain characteristics, based on certain principles. At the same time, there is a formation of the mechanism of choice by analogy or opposition.

Before performing the differentiation exercises, the teacher informs the students of the sign by which it is necessary to make a choice, or demonstrates a sample, after which the students act by analogy.

There are differentiation exercises at the level of the form of the word, at the level of meaning and at the level of use.

A typical formulation for differentiation exercises: “find in the text (in a group of words) ...” or “group by a certain attribute (by analogy) ...”. In this case, the object of choice can be: words that illustrate some formal features (“find words with sound ...”;

“find words with stress on the first syllable”, etc.), features of word formation (“find words with a common root, with the same suffixes”), features of meaning (“find words related to this topic”; “find words with this meaning”; “find synonyms”); features of usage (“find combinations with the specified word in the text”; “name verbs that can be combined with this noun”).

For selection operations in differentiation exercises, it is necessary first to highlight the distinctive features of the phenomenon (lexical unit), therefore differentiation in such exercises also involves identification (“show the so-called objects”; “decompose compound word into components”; “determine the meaning of the word by word-forming elements”).

At the senior stage, the presentation of differentiating features, instructions or a sample is combined with the communication of rules [2], comparison with similar phenomena in the native language. That is, at this stage, practical actions are consciously theoretical in nature.

For example, in order to create a potential dictionary in high school, it is logical to bring relevant theoretical provisions before the exercises, to give language knowledge: before working at the level of word formation, it is possible to give an overview of productive affixes typical of the English language in order to repeat and systematize knowledge about the morphology and word formation of the English language;

In English language - before working with international words - to familiarize students with the main

differences in the graphic form of words in English:

ph in English corresponds to f (physics)

th - theory

c - centre

g - luggage

j - jam

y - gypsum;

- to familiarize with the difference in the suffixes of words of the common root in the native and foreign languages:

tion (isolation)

ize - (mechanize)

ture - tura (culture)

ate - (operate) [3];

- before working with polysemous words, it is necessary to give an idea of the main types and ways of rethinking the meaning of a word (expansion and narrowing of meaning, metaphor, metonymy, figurative meaning).

In high school, the proportion of reading among other types of educational activities increases, therefore, the assimilation of vocabulary of passive and potential vocabulary is of great importance. To achieve this goal, special attention should be paid to the stage of differentiation exercises, because the main task of receptive activities is the recognition, differentiation of words.

Simulation exercises are aimed at developing the skills of reproducing a new linguistic phenomenon. Imitation involves the use of various means of visual and auditory visibility.

There are traditional, programmed and contrasting simulation exercises.

In traditional exercises, the teacher's speech is used as a sample. The structure of such exercises

includes: instruction, sample, repetition by students and teacher control. If necessary, the teacher corrects erroneous actions and offers to reproduce the sample again.

The structure of programmed simulation exercises assumes the presence of instructions, a standard for imitation recorded on tape, a pause for playback, a key for control and correction.

At the stage of simulation exercises, contrast reading can also be used, when words and expressions are read at different volumes, which contributes to effective memorization.

Imitation exercises are used mainly for mastering the features of the form (sound and graphic image of the word) and the use of words (when repeating phrases and sentences). When imitating, elements of differentiation by meaning can be used (choose words according to a certain principle and read them).

Substitution exercises are used to automate the mechanisms of using the phenomenon under study in similar situations. Here there is a combination of already studied and new language units.

The sequence of substitution exercises - from simple to complex: from words to phrases, sentences, text; from mechanical training - to more conscious operations involving the choice and change of compatibility. At the initial stage, substitution exercises involve the selection and replacement (substitution) of individual words, phrases, replicas as part of a speech sample without changing its structural framework:

✓ “fill in the gaps in sentences by choosing words from the list in accordance with the context”;

✓ “replace underlined words with synonyms”;

✓ “from the list of replicas, pick up the missing replicas of the characters in the dialogue”.

Then a substitution is used that requires changes in the original sentence or in the substituted sample (“rearrange subsequent sentences in connection with the replacement of words in the first sentence”). Substitution exercises based on semantic supports are more difficult when it is necessary to restore the text by keywords, phrases, plan, and pictures.

Training in substitution exercises occurs mainly at the level of meaning and usage. At this stage, the ability to predict is formed, the ability to put forward on the basis of accumulated information a hypothesis about the continuation of the text at the linguistic level [4].

The next stage of skill formation is transformational exercises that prepare students for independent expression, providing flexibility of skills in changing conditions. At this stage, structures are transformed using operations such as replacement, expansion and reduction. If at the previous stage the replacement was carried out from among the proposed options, in transformational exercises the replacement is more independent, creative in nature. It involves changing the structure of the proposal, modifying minor details while preserving the main elements. Such exercises develop the ability to express

the same thought by different means, which is of great importance in the formation of the mechanism of speech generation. Examples of tasks of this type:

- “perform the periphrasis of individual sentences using new words”;

- “replace one of the replicas or individual words in it in the dialogue”;

- “use the polysemous verb in the sentence in a different meaning and make appropriate changes to this sentence”;

- “expand the replicas of the dialogue into related monologues, be sure to use new words and means of inter-phrasal communication”.

Exercises for expanding structures are arranged according to the principle of increasing the degree of independence, for example:

- “finish the sentence according to the specified sample, using the newly studied vocabulary material”;

- “transform the text, detail its content with the help of additional words and phrases”;

- “finish this sentence and make up a number of new ones explaining a certain thought”.

Transformation by the principle of reduction is considered the most difficult [5], since it requires the allocation of key information in the statement. At the initial stage, there is a reduction at the sentence level (“shorten the sentence according to the sample”, “replace the detailed descriptions in the sentences with one word”), then - at the text level:

- ❖ “highlight in each paragraph a sentence that conveys its main content”;

❖ “briefly convey the content of the dialogue”;

❖ “make a differentiated retelling of the text (for example, tell us about the motive of the act) based on keywords”;

❖ “formulate proofs of a certain statement based on the text”.

Transformational exercises ensure the reproduction of newly learned vocabulary and the repetition of previously passed. At this stage, the tasks become more complicated, so the importance of the rules and instructions preceding the exercises increases.

Active vocabulary training has its own characteristics: it is better to conduct it in such a way that the means, methods and conditions of skill

formation correspond to the ultimate goal - the free expression of thoughts in accordance with the situation. Such conditions are provided when using the communicative method.

The advantage of the functional and semantic table is the ability to avoid the boring mechanical work of memorizing the form and meaning of new words by immediately including them in the communication process. The functional approach excludes such mechanical types of work as, for example, imitation exercises for choral repetition of language and speech units for the teacher. The form and meaning of lexical units are acquired involuntarily in the process of communication.

References

[1]. Базина, М.П. Специфика условно-речевых упражнений для формирования рецептивных лексических навыков / М.П.Базина // Иностранные языки в высшей школе / Под ред. С.К.Фоломкиной. Вып. 20. - М.: Высшая школа, 1987. - С. 108-115.

[2]. Комков, И.Ф. Методика преподавания иностранных языков / И.Ф.Комков. - Мн.: Высшая школа, 1979. - 352 с.

[3]. Колесник, И.И. Как я работаю над интернациональной лексикой в X классе / И.И.Колесник // Иностранные языки в школе. - 1965. - № 2. - С. 54-55.

[4]. Левашов, А.С. Развитие способности студента прогнозировать на языковом уровне как средство повышения зрелости чтеца / А.С.Лавашов // Иностранные языки в высшей школе / Под ред. С.К.Фоломкиной. Вып. 20. - М.: Высшая школа, 1987. - С. 23-29.

[5]. Банникова, Л.С. Методика преподавания иностранных языков и технические средства обучения: курс лекций для студентов 3 курса специальностей 1-02 03 06 01 - "Английский язык", 1-02 03 06 02 - "Немецкий язык". В 3 ч. Ч. 1. / Л.С. Банникова. - Гомель: Гомельский государственный университет им. Ф. Скорины, 2007. - 93 с.

Journal of Language Pedagogy and
Innovative Applied Linguistics
March 2024, Volume 2, No. 3, pp: 16-19
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



The Main Approaches to the Interpretation of the Concept of a Functional Semantic Field

Gulhayyo Nabiyeva *

Teacher of Second Foreign Languages Department, Samarkand State Institute of Foreign Languages,
Uzbekistan

Abstract

This article gives information about theories of the concept of a functional semantic field and its main approaches in interpreting various text. In addition, author tries to distinguish different categories in functional semantic field.

Key Words: *functional linguistics, functional approach, conceptual categories, semantic field, mind, reason, wisdom.*

Paper/Article Info

Reference to this paper should be made as follows:

Nabiyeva, G. (2024). The Main Approaches to the Interpretation of the Concept of a Functional Semantic Field. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(3), 16-19.
<https://doi.org/10.1997/hcwnk247>

* Corresponding Author

DOI: <https://doi.org/10.1997/hcwnk247>



The ability to build different but connected subsystems of vocabulary is made clear by the assessment of vocabulary as a multifaceted, diversified, and integrated system object. Finding lexical groups of different kinds and volumes and figuring out how they relate to one another are often the first steps in studying a language's lexical system. The notion of the functional-semantic field emerged from the quest for methods to investigate the systemic linkages of the lexical composition.

As a notion, the functional-semantic field is a part of functional linguistics. The main characteristic of functional linguistics is its emphasis on the way language functions as a communication tool.

The most crucial quality for functional linguistics is thought to be an interest in the function of language as a communication tool. A functional approach to linguistic phenomena is of great significance in the research conducted by modern linguists. This approach takes as its basis some general meaning, from which various multilevel linguistic means are established to express this general meaning [1].

Numerous linguists discuss the need of studying a language from a functional perspective, which entails looking at specific contexts, behaviors, the intimate relationships between different linguistic occurrences, and much more. An item can be studied from the perspectives of its functioning and relationships with the environment, in addition to its internal structure, when linguistic phenomena are studied using a functional

approach. This method allows one to investigate language in its particular application, in action; to research language's role in communicating in extralinguistic contexts; and to look into language's synthesis, interconnectedness, and natural settings in speech communication [2].

Functional grammar and language acquisition from a functional perspective are closely linked concepts. Within the field of linguistics, functional grammar examines and characterizes the ways in which grammatical units operate. According to Bondarko (2005), functional grammar analyzes the system of linguistic means at various levels that are used to construct certain meanings.

Functional grammar, according to A.V. Bondarko, is a grammar that, in order to convey the content of an utterance, first aims to display the rules and patterns of grammar forms and constructions that interact with units of different levels of the language system [3]. Second, semantic categories that depend on every grammatical expression in the language in conjunction with vocabulary and context are described using functional grammar.

Accordingly, functional grammar explains and investigates how the language's grammatical structures work to transmit mental content [3].

The notion of conceptual categories serves as the foundation for the phrase "functional-semantic field" [3]. The meaningful-formal unity is two-way in the functional-semantic sphere. The morphological and syntactic grammatical mechanisms of language work together with interacting lexical,

lexico-grammatical, and word-formation aspects that are within the same semantic domain to establish this unity.

Field theory encompasses a wide range of viewpoints that are variations on the main concept, which is the semantic relationship between words in a language.

G. Ipsen was among the first to use the phrase of the semantic field. A semantic field, according to him, is a group of words that share a common meaning [4].

The term “semantic field” can be interpreted in a variety of ways. Linguist Y. Trier was among the first to adopt the idea of a semantic field. His idea states that the notion and the word are the fundamental building blocks of the field. He explained how lexical units differ from one another within the semantic field by describing the presence of a trait that expresses the general and one or more features that represent the particular in all units of the field [5]. In the human mind, lexical units are connected in meaning rather than being distinct from one another, according to Y. Trier, three times suggested that the semantic sphere, or collection of connected meanings, is what the linguistic field is. For instance, Trier combined the terms “mind”, “reason”, “wisdom”, and so forth into a single category to represent the field of intelligence [6]. The works of Y. Trier served as a catalyst for additional field structure research.

According to Y. S. Maslov, words and their conceptual meanings create a semantic field because they are related to other words and their meanings in specific ways. A collection of words and

their conceptual meanings that are linked by a single piece of reality is what Y. S. Maslov refers to as the semantic field. The terms in the field form theme clusters. Y. S. Maslov provides an example of thought processes (thinking, counting, remembering), kinship groups (father, mother, brother, etc.), and other concepts. Y. S. Maslova asserts that distinct kinds of semantic linkages should be identified between lexical units that are members of a certain theme group and that they should all be viewed as autonomous microsystems [7].

L. M. Vasiliev's typology implies that there are two possible interpretations for the phrase “functional-semantic field”: broad and narrow. Any linguistic field in which exponents are articulated using lexical as well as grammatical ways of language that depict paradigmatic, syntagmatic, and mixed structures is broadly referred to as a functional-semantic field. A functional-semantic field, to put it more narrowly, is a paradigmatic field where exponents are stated exclusively in simple and complicated lexemes. Regarding the kinds of lexical linkages examined in contemporary linguistics that share a common invariant, the typology of Vasiliev's functional-semantic fields is regarded as comprehensive [8].

According to field theory, language is a system of interconnected subsystems that interact and permeate one another. Language is portrayed as a working system that is continually rebuilding its constituent parts and the connections among them. Field structuring between language

phenomena and non-linguistic reality reveals dialectical linkages, as well as the mechanisms and patterns behind these connections, as well as the traits of linguistic awareness and their particular qualities. One method of systematizing linguistic information and meanings in the language system is the field.

Despite linguists' unclear and conflicting interpretations of the concept of a functional semantic field - which is continually being refined and clarified - many language phenomena can still be analyzed using different field theories.

References

- [1]. Роменская М.Ю. Микрополе косвенного запрета функционально-семантического поля запрета в современном русском языке // Речевая деятельность. Текст: Межвуз. сб. научн. тр. / Отв. ред. Н.А. Сенина. – Таганрог: Изд-во Таганрогского гос. пед. ин-та, 2002. – Р. 185-189.
- [2]. Петросьян М.Г. Функционально-семантический подход к изучению категории экзистенциальности // Сборник научных работ аспирантов и молодых преподавателей. Ч. 3: Филология. – Ростов-на-Дону: Изд-во РГПУ, 1999. – Р. 98-111.
- [3]. Бондарко А.В. Принципы функциональной грамматики и вопросы аспектологии. Отв. ред. В.Н. Ярцева. 2-е изд. – М: Эдиториал УРСС, 2001. – 208 р.
- [4]. Ipsen G. Der alte Orient und die Indogermanen. // Stand und Aufgabe der Sprachwissenschaft. Festschrift für Wilhelm Streiberg. – Heidelberg: Winter, 1924. – XIX. – Р. 30-45.
- [5]. Ключева Е.В. Актуализация пространственно-временного дейксиса в языке электронного общения (на материале немецкоязычных Интернет-дневников): диссертация кандидата филологических наук. – МПГУ. – М., 2016. – 179 р.
- [6]. Боровикова Н.А. Полевые структуры в системе языка. – Воронеж: Изд-во Воронежского ун-та, 1989. – 197 р.
- [7]. Маслов Ю.С. Введение в языкознание. Учебник для филологических и лингвистических факультетов вузов. 2-е издание. – М.: Высшая школа, 1987. – 272 р.
- [8]. Васильев Л.М. Современная лингвистическая семантика. Учебное пособие для вузов. – М.: Высшая школа, 1990. – 176 р.

*Journal of Language Pedagogy and
Innovative Applied Linguistics*
March 2024, Volume 2, No. 3, pp: 20-28
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



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.*

Paper/Article Info

Reference to this paper should be made as follows:

Nazarova, G. (2024). The Problem of Semantics of Structural Phraseological Units. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 2(3), 20-28.
<https://doi.org/10.1997/czh8wt57>

* Corresponding Author

DOI: <https://doi.org/10.1997/czh8wt57>

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 form 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 form, 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 *англиско раеологи*. 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.

- [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]. Nabiyeu, 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]. Isomiddinova, N. Z. (2021). Linguistic Expressiveness in a Literary Text. *European Scholar Journal*, 2(3), 166-167.
- [15]. Nabiyeu, Z. (2023). Cognitive Semantics of a Verb and its Lexical Interpretation. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 1(5), 83-86.
- [16]. Isomiddinova, 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]. Khamroyeva, 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.

- [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 кваликатив посессив синтаксемаларни фарқлаш усуллари. *Международный журнал искусство слова*, 5(5).
- [28]. Хотамова, Р., & 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, посессив тотал, посессив агентив синтаксемалар. *международный журнал искусство слова*, 5(4).
- [31]. Хотамова, П. И. (2022). Инглиз тили гап таркибида кваликатив посессив синтаксема вариантлари. *Academic research in educational sciences*, 3(6), 727-729.
- [32]. Хотамова, Р. (2019). Хорижий тилларни 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 linguocultures. *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 деривационные 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.

Journal of Language Pedagogy and
Innovative Applied Linguistics
March 2024, Volume 2, No. 3, pp: 29-38
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



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.*

Paper/Article Info

Reference to this paper should be made as follows:

Gulyamova, F. (2024). Classification Principles of Structural Phraseological Units. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(3), 29-38. <https://doi.org/10.1997/j74zqz54>

* Corresponding Author

DOI: <https://doi.org/10.1997/j74zqz54>



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) conjunctive 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 else. Whether 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 boat 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

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 phraseologically 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 called "presumes".

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

Small years.(- in the childhood).

References

- [1]. Амосова Н. Н. Основы английской фразеологии, Ленинград «Посвящение», 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]. Nabiyeu, 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, Х. Ф., & Кулиева, Д. А. (2022). С. Фицджеральднинг 30-йиллардаги новеллаларида нарратив транспозициянинг ўзига хослиги ва унинг структураси (мавхум 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]. Хотамова, 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 кваликатив посессив синтаксема вариантлари. *Международный журнал искусство слова*, 5(4).
- [31]. Хотамова, П. И. (2022). Кваликатив посессив, посессив тотал, посессив агентив синтаксемалар. *международный журнал искусство слова*, 5(4).
- [32]. Хотамова, П. И. (2022). Инглиз тили гап таркибида кваликатив посессив синтаксема вариантлари. *Academic research in educational sciences*, 3(6), 727-729.
- [33]. Хотамова, Р. (2019). Хорийй тилларни билеш ва улardan 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 деривационные 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.

Journal of Language Pedagogy and
Innovative Applied Linguistics
March 2024, Volume 2, No. 3, pp: 39-46
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



Features of Introducing a Pun in English Fairy Tale

Baxodir Aslanov *

Student of Termiz State University, Uzbekistan

Abstract

This article deals with the features of introducing a pun 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: *pun, simultaneously, polysemantic, voluntative.*

Paper/Article Info

Reference to this paper should be made as follows:

Aslanov, B. (2024). Features of Introducing a Pun in English Fairy Tale. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(3), 39-46.
<https://doi.org/10.1997/veykaw95>

* Corresponding Author

DOI: <https://doi.org/10.1997/veykaw95>



Features of introducing a pun in English fairy tale

In linguistics, there is still no common understanding of the essence of puns, which is reflected in the terminological inconsistency. Such definitions as "play on words", "verbal acuity" (Freud), "double meaning" (V.P. Moskvina), "absurd" (L.V. Shcherba, A. Camus, J. Deleuze, M. Haiderger), etc. are used to denote this stylistic phenomenon.

It should be noted that the origin of the word "pun" is unclear. So, there are only a number of anecdotes connecting this word with the name of the city of Kalemberg (in which the German pastor Weigand von Theben, who was famous for jokes, allegedly lived during the time of Luther), or with various anecdotal personalities. There is also an assumption that the word "pun" comes from the Italian expression "calamo burlare" - to joke with a pen. A pun is a play on words, which are equally pronounced, but with different meanings (often spelled differently), the so-called "homonyms", or based on the combination of two words that are one-sounding with some third word. The meaning of the pun lies in the striking contrast between the meanings of the same-sounding words. At the same time, the pun should be new, should amaze with an unknown juxtaposition of words in order to make an impression.

As a comic device, pun is especially characteristic of the forms of grotesque and humor, but it is often found in the forms of crude comic, especially when the second meaning of words disclosed in the pun violates the requirements of euphemism.

But it should be noted that the content of the concept of a pun is often interpreted in different ways:

- pun (English, French calembour) - a figure of speech, consisting in the humorous (parody) use of different meanings of the same word or two similar sounding words [1];

- pun is a joke based on the comic use of words that sound similar but are different in meaning [2];

- pun is a stylistic turn of speech or a miniature of a certain author, based on the comic use of the same sound of words that have different meanings, or similar sounding words or groups of words, or different meanings of the same word and phrase [3].

So, a pun is a play on words, built on the collision of familiar sound with unusual and unexpected meaning. The element that ensures the success of the pun is the unpredictability of one or another link in the chain of speech, the so-called surprise effect. The appearance of each element of the speech chain is predetermined by all previous elements and predetermines all subsequent elements: simultaneously or sequentially, the reader perceives two meanings, one of which was not expected.

The essence of the pun lies in the collision or, on the contrary, in the unexpected combination of two incompatible meanings in one phonetic (graphic) form.

The main elements of a pun are, on the one hand, the same or close to homonymy sound form (including the sound form of a polysemantic word in its different meanings), on the other hand, a discrepancy (but not antonymy) between two meanings of

words, components of phraseological unity.

The main stylistic goal of a pun is a comic effect or satirical sound, focused in the reader's attention on a certain point in the text - should be fully reflected in the translation; at the same time, the translator is obliged to keep strictly within the framework of the corresponding "comic genre" - from harmless jokes to sharp irony or caustic satire.

The informative structure of such a stylistic device as pun is a complex formation and often appears where there is some similarity between words (or their meanings), that is, homonymy. The pun includes at least two linguistic units, which have a complex semantic structure, the elements of which, to a certain extent, influence the formation of the content of the entire device.

Thus, puns can be highlighted based on:

1. The usage of addition of complex linguistic units.

Thus, L. Carroll builds a play on words, a pun, on the game with the names of various insects in fairy tale "Alice in Wonderland": Horse-fly turns into Rocking-horse-fly; Dragon-fly - in Snap-dragon-fly; Butterfly - in Bread-and-butter-fly. You can imagine the following model for building this game: the so-called "addition" of two complex linguistic units that have a common middle link takes place. N.M. Demurova presented it according to the following scheme: Horse-fly (A - B) when "glued" with Rocking-horse (B - C) gives a "chain" of Rocking-horse-fly (A - B - C) [4]. Consequently Bread-and-Butter-fly results from the merger of units such as

Bread-and-Butter with Butterfly; Snap-dragon-fly from the merger of Snap-dragon and Dragon-fly.

The most typical types of functional information include the aesthetic component, which is included in the content of any pun, as well as characterizing, typing, individualizing, appellative and volutative components [5].

2. The usage of polysemy.

"Hadn't time", said the Gryphon: "I went to the Classical master, though. He was an old crab, he was" [L. Carroll 1967: 142]. Here is a pun based on the double meaning of the word crab: 1) crab as an animal; 2) the old grumbler.

The following excerpt from "Peter Pan" can also serve as a striking example of polysemy: There were always two nurses with her, or else one mother and one nurse, and for a long time she was a pattern-child who always coughed off the table [J.M. Barrie 1986: 146]. In this case, a literal reading of the phrase "which always turned away when she coughed" and the figurative "which had excellent manners" are possible.

3. Complete homonymy, i.e. on the use of words that are similar in spelling and pronunciation. The comic effect of the pun is one of the strongest in this case, since full homonyms are pure material that does not need to be modified. Such a word can contain absolutely different meanings. The main difficulty in this case is the construction of a suitable context in which one can see the existence of all meanings at the same time.

Let's pay attention to the amazing interweaving of meanings and humor in the following pun: "The Rabbit Sends

in a Little Bill" [L. Carroll 1967: 66]. This example is the title of four chapter of "Alice in Wonderland". Here the stable phraseological combination "to send in a bill" and its homonymous form, the free combination "to send in a little Bill" are played out. The pun is built on the homonymy of a common noun and a proper name and is created using the use of capital letters and the use of the article.

4. The usage of synonymy.

He is murdering the time! [L. Carroll 1967: 112]. Here the expressions "to kill the time" and the expressions "to beat the time" are played up.

5. The usage of stable phrases.

In J. Barry's fairy tale "Peter Pan", the stable phrase "an inferior social status" is played up: They affected to ignore her as of an inferior social status to themselves [J.M. Barrie 1986: 23]. In this case, "inferior" is taken literally, because Nana was lying on the floor. Let's analyze the following example from Peter Pan: Now Wendy was every inch a woman, through there were not very many inches ... [J.M. Barrie 1986: 36]. Here J. Barry plays with the expression "every inch a woman", connecting it with Wendy's height (in inches), which creates a comic effect.

6. The usage of homophones, words that are similar in sounding, but different in spelling.

Let us recall the third chapter of "Alice in Wonderland", where Alice asks the Mouse to tell the story of her life, where there is a sly play, built on the homonymy of the words "tale" (story) and "tail" (part of body of animal), which are both pronounced [teɪl]: "Mine is a long and sad tale!" said the Mouse, turning to Alice and sighing.

«It is a long tail, certainly», said Alice, looking down with wonder at the Mouse's tail; «but why do you call it sad?" [L. Carroll 1967: 62], or the next moment, where the pun is also built on the homonymy of the words "not" (negation) and "knot" (junction): "I beg your pardon", said Alice very humbly; "you had got to the fifth bend, I think?" "I had not!" cried the Mouse, sharply and very angrily. "A knot!" said Alice, always ready to make herself useful, and looking anxiously about her [L. Carroll 1967: 64].

We can also find a wonderful example of building a pun using homophones in A. Milne's fairy tale "Winnie the Pooh". So, in the tenth chapter of Winnie the Pooh in the stories of Christopher Robin, the word "knight" was confused with the word "night", which is why there is a complete mess further in Pooh's head and he confuses "night" and "afternoon": "Suddenly Christopher Robin began to tell Pooh about some of the things: People called Kings and Queens and something called Factors, and a place called Europe, and an island in the middle of the sea where no ships came, and how you make a Suction Pump (if you want to), and when Knights were Knighted, and what comes from Brazil. And Pooh, his back against one of the sixty-something trees, and his paws folded in front of him, said "Oh!" and "I don't know", and thought how wonderful it would be to have a Real Brain which could tell you things. And by-and-by Christopher Robin came to an end of the things, and was silent and he sat there looking out over the world, and wishing it would stop.

But Pooh was thinking too, and he said suddenly to Christopher Robin: "Is it a very Grand to be an Afternoon, what you said?" [A.A. Milne 2001: 200].

These vivid examples convey to us the peculiarities of children's perception and transfer us to their world of thinking.

References

- [1]. Редскер Я.И. Теория перевода и переводческая практика. Очерки лингвистической теории перевода. – М.: Правда, 1984. – 355 с.
- [2]. Федоров А.В. Основы общей теории перевода (лингвистический очерк). – М.: Просвещение, 1978. – 420 с.
- [3]. Дяков В.М., Влахов С.Н. Непереводимое в переводе. – Л.: ЛГУ, 1983. – 254 с.
- [4]. Демурова Н.М. Голос и скрипка. – М.: Сов. писатель, 1970. - № 7. – С. 150-185.
- [5]. Алексеев М.П. Проблемы художественного перевода. – Иркутск: Академия, 1971. – 320 с.
- [6]. Kamalova, A. (2023). Labeling of Information in Communicative Discourse According to Culture. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 1(1), 26-31.
- [7]. Kamalova, A. I. (2023). Approaches Defining the Term "Concept". *American Journal of Philological Sciences*, 3(11), 72-76.
- [8]. 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.
- [9]. 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.
- [10]. 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.
- [11]. 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.
- [12]. Nabiev, A. (2023). The Importance of Neutrality in Linguistics. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 1(5), 36-40.
- [13]. Nabiyeu, A. I. (2022). The concept and characteristics of syntactic structures: the history of the issue.
- [14]. Alisher, N. (2020). Modern pedagogical technologies in teaching English Учёный XXI века.
- [15]. Nabiev, A. (2024). Syntactic Position of Trivalent Components in a Sentence. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 2(1), 6-13.
- [16]. Isomiddinova, N. Z. (2021). Linguistic Expressiveness in a Literary Text. *European Scholar Journal*, 2(3), 166-167.
- [17]. Nabiyeva, Z. (2023). Cognitive Semantics of a Verb and its Lexical Interpretation. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 1(5), 83-86.

- [18]. Isomiddinova, N. Z. (2021). The Place and Role of Visual Media in the Creation of Speech. *International Journal on Orange Technologies*, 3(3), 138-139.
- [19]. Khamroyeva, F. (2021). A Direct Method for teaching Arabic language in Uzbekistan. *Science and Education*, 2(5), 687-698.
- [20]. Khamroyeva, F. F., & Abdullaeva, V. S. (2022). Novels that create additional narrative structures. (The ice palace). *Евразийский журнал академических исследований*, 2(2), 703-709.
- [21]. Khamroyeva, F. (2021). Problems experienced with the teaching of Arabic to learners in muslim schools in Uzbekistan. *Science and Education*, 2(5), 725-733.
- [22]. 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.
- [23]. 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.
- [24]. Фахриддинова, Х. Ф., & Кулиева, Д. А. (2022). С. Фицджеральдининг 30-йиллардаги новеллаларида нарратив транспозициянинг ўзига хослиги ва унинг структураси (мавхум муаллифнинг нутқий ниқоби—"the rich boy" новелласи). *barqarorlik va yetakchi tadqiqotlar onlayn ilmiy jurnali*, 2(1), 376-379.
- [25]. 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.
- [26]. 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.
- [27]. Ilhomova, N. P., & Ismatova, D. G. (2020). The Role of Extracurricular Activities in an Educational Process. *JournalNX*, 335-339.
- [28]. Ilhomova, N. P. (2021). Representation Of the Category of Case in The Example of Non-Relative Languages. *Journal of Pedagogical Inventions and Practices*, 3, 164-167.
- [29]. Хотамова, П. И. (2022). Қардош бўлмаган тиллар тизимида субстанциал посессив ва кваликатив посессив синтаксемаларни фарқлаш усуллари. *Международный журнал искусство слова*, 5(5).
- [30]. Хотамова, П. И., & Toshbultayev, S. (2023). The study of ways of expressing the category of case. *Академические исследования в современной науке*, 2(12), 74-77.
- [31]. Хотамова, П. И. (2022). Ўзбек тили гап таркибида кваликатив посессив синтаксема вариантлари. *Международный журнал искусство слова*, 5(4).
- [32]. Хотамова, П. И. (2022). Кваликатив посессив, посессив тотал, посессив агентив синтаксемалар. *международный журнал искусство слова*, 5(4).

- [33]. Хотамова, П. И. (2022). Инглиз тили гап таркибида квалификатив поссессив синтаксема вариантлари. *Academic research in educational sciences*, 3(6), 727-729.
- [34]. Хотамова, Р. (2019). Хоридий тилларни билеш ва улардан самарали фойдаланиш. in *Молодой исследователь: вызовы и перспективы* (pp. 264-266).
- [35]. Marufov, E. (2023). Phonetic competence of students and its content. *Science and innovation*, 2(B2), 83-89.
- [36]. Marufov, E. (2021). The importance of phonetics in enhancing students' speaking skills. *Мир исследований*, 2(2).
- [37]. 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).
- [38]. 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)*.
- [39]. Уктамович, М. Э. (2023). Талабаларнинг фонетик компетенциясини ривожлантиришда лойиҳа таълим технологияларини лойиҳалаштириш. *pedagog*, 6(2), 262-266.
- [40]. 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.
- [41]. Маруфов, Э. (2021). Fonetik laboratoriya va xorijiy til mashg'ulotlari. *Общество и инновации*, 2(4/S), 84-87.
- [42]. Маруфов, Э. (2021). Фонетическая лаборатория и курсы иностранного языка. *Общество и инновации*, 2(4/S), 84-87.
- [43]. 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.
- [44]. 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.
- [45]. Zafarovna, E. A. (2022). The role of educational games in english classes. *Journal of new century innovations*, 19(6), 342-344.
- [46]. Ergashevich, S. S. (2022). Bio-social need to the study of lexical meaning. *Journal of Positive School Psychology*, 6(9), 4771-4777.
- [47]. Шодиев, С. Э. (2017). Парафразалар ва уларнинг деривацион хусусиятлари. *Хорижий филология*, 2, 246-250.
- [48]. Шодиев, С. (2021). Синтаксическая деривация терминов. *Иностранная филология: язык, литература, образование*, (2 (79)), 70-74.
- [49]. Шодиев, С. Э. (2019). Деривационные особенности фразеологических выражений. *Бюллетень науки и практики*, 5(9), 512-520.
- [50]. Шодиев, С. (2020). Турғун сўз бирикмаларининг синтактик деривацияси. *Филология фанлари бўйича фалсафа доктори (PhD) диссертацияси автореферати*. Самарқанд.

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

[52]. 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).

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

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

[55]. 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.

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

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

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

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

Journal of Language Pedagogy and
Innovative Applied Linguistics
March 2024, Volume 2, No. 3, pp: 47-51
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



The Main Characteristics of the Concept “Man” in Russian and English

Muxiba Baxadirova *

Teacher of the department of English philology, Samarkand State Institute of Foreign Languages

Abstract

This article deals with the essential peculiarities of the concept of “Man” in English and Russian languages as well as gives examples from Russian literary novels. In addition, it provides the concept of “Man” in national cultural sphere of both countries.

Key Words: *aesthetic evaluation, connoisseurs, probability, intellectual, economic.*

Paper/Article Info

Reference to this paper should be made as follows:

Baxadirova, M. (2024). The Main Characteristics of the Concept “Man” in Russian and English. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(3), 47-51. <https://doi.org/10.1997/0pwk7x93>

* Corresponding Author

DOI: <https://doi.org/10.1997/0pwk7x93>

Over the past 5 years, the gender factor has been the object of linguistics research. And this is not accidental, because gender is one of the most important characteristics of a person's personality and affects his social, cultural and cognitive orientation in the world. Recently, researchers have been increasingly interested in the concept of "man". Since this concept expresses gender relations characteristic of a particular linguistic and cultural community, we consider it a very difficult problem to study, the solution of which cannot be carried out by means of private scientific approaches. Gender is an integral part of collective and individual consciousness and requires its study as a cognitive phenomenon manifested in stereotypes expressed in the language and speech of individuals experiencing certain pressure from linguistic structures expressing themselves as male or female representatives and expressing collective views.

The concept of a man in linguistic pictures of the world is explored in some aspects that find expression in the national cultural sphere.

During the analysis, we identified the main conceptual features of the concept of "man". These include the biological and physiological characteristics and appearance of a man, intellectual abilities, marital status, social status and the social roles that men play in society. It is these conceptual features that underlie the ideas about a man in the Russian picture of the world. Representations often involve comparing men and women within the same paremiological unit, based on the

juxtaposition of men and women in the categories of "right-wrong".

In the explanatory dictionary of the Russian language, the concept of "man" is given the following definition:

1. A person who is the opposite of a woman by gender.

2. Such an adult person, unlike a boy, a young man. My son has grown up, he is already quite a man [1]. The dictionary of the Russian language by S. I. Ozhegov gives the following definition of the words "man", "husband": Man. 1. A person who is the opposite of a woman by gender. 2. Such an adult person, unlike a boy, a young man. My son has grown up; he is already quite a man [2]. As you can see, in these dictionary entries, the concept of "man" is considered primarily from the point of view of his physiological and age characteristics, where social status is determined only by marital status.

In the Russian language, the concept of a man is dominated by an assessment of appearance, character, and life experience. For an English-speaking society, the most important things are a man's behavior in society, his sexual behavior, his lifestyle, his interaction with other people, his attitude towards a woman.

It is in ethnic groups that such physical traits as obesity and overweight, excessive physicality and, such as heaviness, clumsiness, clumsiness are acquired negatively through language. Russian also objectifies the presence of a belly in men as a "defect" in appearance. The label "clothes" verbally actualizes the following "male flaws":

- a) excessive attention to clothing and appearance;
- b) excessively flat appearance;
- c) untidiness.

In all two societies, the undoubted advantage of the male image is strong physical strength as an indicator of health and strength. For Russians and British, the body can also be an object of aesthetic evaluation, emphasizing the following features of this figure:

- a) broad-shouldered and muscular;
- b) athletic physique;
- c) fit and slim.

A number of negative words have also been identified in the English language, meaning homosexuals who wear women's clothes or pretend to be women (for example, drag queen, ponsy). It should be noted that the semantic field of the masculine gender is the most expressive in the Russian language, which indicates the value of this aspect.

In Russian, you can see that the concept of "man" has its own characteristics, such as tall stature, youth, curls in hair, elegance in clothes, manners, social slowness of gait as a sign of status and these include excessively tall or short stature, extreme thinness, old age, wrinkled face, fluffy hair, very thick beard and mustache.

The combination of two socio-cultural codes (peasant and aristocratic) in Russian society is reflected in the system of value assessments of male names. On the one hand, men tend to see a good worker, a master: this is indicated by the positive names of men in a negative assessment of health, physical strength and weakness, negligence, negligence.

On the other hand, the negative and positive features of the "worldly man" belong to men: frivolity, indifference, frivolity, bravery, attitude towards women. In English society, ideas about a person are mainly formed in the system of norms and relations of secular society, therefore, the most updated semantic field for an English person is "appearance", "behavior", "attitude to others", "lifestyle", "political and social views and opinions" (for example, John Bull, Blimp, chauvinist, redneck, lad).

In English, man can be used as a general concept and means a person regardless of gender: man is a "man", which is atypical for the Russian language, where a man is derived from a husband and retains a gender orientation in his semantics. In our opinion, the word man in the generalized meaning of "man" was used in connection with the dominant position of a man in society, when he was the only breadwinner in the family, and the duties of a woman were reduced to raising children and maintaining order in the house.

But besides them there are other meanings, which is a feature of the ethnos speaking the language.

When studying the concept of a man in the English-speaking picture of the world, the following results were obtained:

- 1) a man is a person who has a job;
- 2) the man who committed the crime;
- 3) male servant

A man as a servant can be interpreted as follows: before the XXI century, rich people had different servants in their service. The second of

these meanings is explained by the feudal life of the Middle Ages, when the sovereign or seigneur gave his vassals allotments of land for military service in their service. But only a person can be a pedestrian, a valet, as well as a butler or a majordomo.

Given the change in some human relationships and customs over time (especially the recognition of freedom and equality of all people), one can understand why the second meaning becomes:

4) a man is like a best friend.

From all of the above, we can conclude about the peculiarities of the development of the concepts of man, man, which are filled with new and new meanings, valuable both for the layman of the native language and for connoisseurs of the subject.

Let's consider the concept of a man in the English and Russian language parodies. In a kind of mirror of the cultural stereotypes of the Russian people. A collection of Russian proverbs by I. Dahl was taken for analysis.

The concept of a man in the Russian language picture of the world is described from the outside and the inner world as a strong and patient, as well as an honest man. Analyzing various sayings and proverbs of a particular language, we can say that, with the help of them, an individual or a listener does not purposefully create a picture of the world of the language being studied. In addition, it is possible to identify various negative qualities in the concept of a man, such as laziness, irresponsibility.

The second bad trait of a man's character is irresponsibility and,

consequently, mismanagement. The habit of Russians to act according to the law of "probability" is ridiculed. Many paroemias are based on the semantic opposition of assumptions and outcomes, the names of reality at the entrance and exit of the process are evaluated according to their economic (pragmatic) value. Among the qualities unworthy of a man, one should name the interlocutor. Talkativeness and intemperance in speech are considered as feminine traits that are clearly reprehensible.

Among other human flaws and vices, cowardice, greed, stubbornness, malice and stubbornness, stubbornness and speed, dishonesty and dishonesty, lack of independence are negatively evaluated by paroemias. However, the corpus of such parodies is small.

The concept of a man from the side of his consciousness, then you can identify stupid, smart, and teaching men. In this picture of the world, you can see the kind of men they are, how they get out of various situations. In the process of studying a man, you can also attach such signs to him as cunning, which gives additional coloring, such as tenacious. In addition, in the parodies, a man can be described as intelligent and capable. Ability is considered as a household concept. A man cannot be intellectual, and then he must be economic. Then its value increases in reality. His ability replaces his intelligence. Exploring the concept of a man in the linguistic picture of the world, it is necessary to pay attention to the initial meaning of this concept, what role he played in the family and in society, universal and specific signs and

qualities. Pay attention to these points in the future, you can compare me with another language. The analysis is carried out at the boundary of linguistic worldviews and can be closely intertwined with each other. If

you carefully study the parodies, you can see all the color in the attitude of a man, what he should be and what he was, and many dual signs were revealed that determined the essence of a man.

References

- [1]. Толковый словарь русского языка [Текст] / Под ред. Д. Н. Ушакова. — М.: Астрель, 2007. — С. 512.
- [2]. Ожегов С. И. Словарь русского языка: 70 000 слов [Текст] – М.: Русский язык, 1990. – С.475.

Journal of Language Pedagogy and
Innovative Applied Linguistics
March 2024, Volume 2, No. 3, pp: 52-56
ISSN: 2995-6854
© JLPAL. (jainkwellpublishing.com)
All rights reserved.



The Role and Importance of Innovative Methods of Forming Communication Culture in Future Foreign Language Teachers

Makhfuza Azimova *

Senior teacher of the department of English philology, Samarkand State Institute of Foreign Languages

Abstract

This article highlights the role and importance of innovative methods of forming communication culture in future foreign language teachers. Teaching foreign languages to students studying in universities by improving advanced methods and methods in the process of teaching English using innovative pedagogic and information technologies, and training a system of personnel who can freely communicate in the studied foreign language. development and bringing it to new levels is being expanded as a high goal. Therefore, it is necessary to create conditions and opportunities for future foreign language specialists to widely use the achievements of world civilization and world information sources, to develop international cooperation and communication.

Key Words: communication, culture, competence, pedagogue, innovative methods, language skills, strategy.

Paper/Article Info

Reference to this paper should be made as follows:

Azimova, M. (2024). The Role and Importance of Innovative Methods of Forming Communication Culture in Future Foreign Language Teachers. Journal of Language Pedagogy and Innovative Applied Linguistics, 2(3), 52-56.
<https://doi.org/10.1997/xw127572>

* Corresponding Author

DOI: <https://doi.org/10.1997/xw127572>

Introduction

As we know, the need to learn foreign languages is increasing day by day. This requires future foreign language specialists studying in higher educational institutions to speak the foreign language they are learning as well as their native language and to learn this language more perfectly. Teaching foreign languages to students studying in higher educational institutions, improving advanced methods and methods in the educational process, using them in practice, using modern, innovative pedagogical and information technologies, and fluent in the studied foreign language conditions and opportunities were created for the development of the system of training of personnel who can communicate and bringing it to new levels, on the basis of which they can widely use the achievements of world civilization and world information sources, develop international cooperation and communication [1; 17-p].

Materials and methods.

Communicative competence consists of two large groups of knowledge: 1) knowing the language and 2) how to use the language. Taking into account the formation of communicative skills to engage in communication between people, foreign language learners need additional language skills such as vocabulary, correct pronunciation and grammar, as well as basic skills, i.e. listening comprehension, speaking, reading and writing, should be developed in themselves [2; p. 14]. The above-mentioned basic and additional language skills alone cannot guarantee

the ability to successfully communicate in various speech situations, but if these language skills ensure the construction of sentences based on the rules, depending on the given situation in the activity, these acquired skills can be used in the language. The ability of the learner to use it appropriately is the reason for successful communication [3;13-17].

L.T. Ahmedova and O.V. According to Kon, "... readiness to communicate with a native speaker in a foreign language and the ability of students to introduce the language and culture of the country where the language is being studied in the process of communication" [4; p. 182]. Therefore, the formation of communication culture helps not only in the process of education, but also in social activities, information exchange, education, and in increasing the motivation of people to improve their intellectual knowledge" [5; p. 192].

G.G. Azizova said that the culture of communication includes all the features related to oral professional speech activity in a foreign language. The main purpose of the formation of oral professional speech is the problems, issues related to the selection of professional speech materials, the choice of speech development methods, the level of formation of students' knowledge, skills and competences in a foreign language, their one- relations with each other, etc. [6; p. 34].

Discussion

We believe that it is important to implement the "Developing language skills strategy", another technology that is important in forming the communication culture of future

foreign language specialists, to develop their communication culture in English.

The purpose of the language skills development strategy: based on the subject of the curriculum, to teach learners to correctly search for solutions to various problematic situations or situations, to form skills in determining the essence of the problem, to solve the problem It consists of getting to know some of the methods and simulating the correct choice of appropriate methods in solving the problem, teaching to correctly identify the causes of the problem and behavior in solving the problem.

Technology of language skills development strategy application:

- the pedagogue divides the group members into separate teams, they are placed in the places that suit them, then the rules for conducting the lesson are explained, that is, the practical training should be carried out in stages and each it is emphasized that the stage requires a high level of attention from students, that during the lesson they will work individually, in groups and as a team. This situation helps the students to prepare for the tasks and creates interest in the task. After the rules are explained to the students, the practical session begins:

- to carefully watch a film or video presentation for students, try to understand the problem covered in it, keep it in memory or write it down in the exercise book (if it is not possible to show the video to the students, in this situation the pedagogue can use the educational material of the educational

program: a poster, a picture, a poster, or a text book that covers a problem):

- from the video footage (text or life event) shown by all the team members, the problems determined in cooperation are written with a pencil on a paper in vatman or A-3 format;

- the pedagogue selected by the members of the team and assigned to the groups by changing the places of the papers on which the problems were written:

- from the problems written by the groups on the given papers, each group member chooses one of the problems he is interested in:

- the group members write the problem they have chosen on the following chart distributed by the teacher and explain it independently:

- after the completion of the individual activity of each student, the analytical work performed will be read out to the group members:

- exchange ideas with group members regarding problems and their solutions;

- after defense and mutual exchange of ideas, the pedagogue finishes the training. He thanks the group members for their participation and interesting work.

Results

As a result of the training based on this technology, students will be able to determine that before solving a problem, they need to determine its cause, and then choose the methods and methods they need and clearly define their actions.

Based on the professional activity and skills of the teacher, to the questions presented in order to improve the strategy of learning a

foreign language skillfully, as well as the ability of the learner to think independently, to acquire new knowledge and skills in a short period of time due to the diligence of the learner, the questions asked by the students to monitor their understanding and mastery of the given topics, to develop memory and thinking, to explain and describe the content and essence of the exercises and tasks of the topic being studied, and the essence of the text in cooperation with students, to work together, to have a sense of mutual respect, to learn. Describes the importance of a responsible approach to the formation of communication cultures.

Technology of language skills development strategy application:

- the pedagogue explains to the members of the team about the topic of the practical training and the procedure and requirements for its conduct;

- based on the activities of future pedagogues, explaining a new topic to students (for the purpose of reinforcement or repetition, assessment) is divided into different small sections, and small teams are formed in this regard (how many teams depends on the number of sections of a given topic);

the pedagogue gives small groups the sections of the topic being studied (groups choose the handouts with the

small sections by themselves, or if these sections are shown on the computer, they can choose what they want from the given information);

- based on the number of opinions and answers given by the group members (whiteboard, flipchart, paper, screen), the team members who participated the most and gave the most answers are determined, evaluation by the pedagogue students are evaluated based on the criteria.

The expected result of the language skills development strategy: in the formation of the English language learning strategy of the future foreign language specialists, the student will create the skills to give a clear, correct, perfect answer to the given question, and to correctly understand and evaluate the given topic. [7; pp. 39-40].

Conclusion

In short, unlike traditional educational technologies, the language skills development strategy is based on the students' joint performance of the given task, the acquisition of new knowledge and skills, information, working in a team, the opinion of others, personality also develops skills and competencies such as respect and protection of one's position. These technologies are based on practice rather than theory, work on the development of communication and improvement of oral speech skills, and support the effective use of the studied foreign language in practical training.

References

[1]. O'zbekiston Respublikasi Vazirlar mahkamasining 2021 yil 19 maydagi "Xorijiy tillarni o'rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to'g'risida"gi 312-sonli qarori. 1-40 b. <https://lex.uz/docs/-5431845>

[2]. J.J.Jalolov, G.T. Mahkamova, Sh.S. Ashurov. English Language Teaching Methodology. – T.: “Fan va texnologiya”, 2015. – 336 p.

[3]. Azimova M.H. Content, means and methods of formation of communication culture in future foreign language teachers. EPRA International Journal of Research and Development (IJRD) Volume: 7 Issue: 9. September 2022 - Peer Reviewed Journal.13-17 p.

[4]. Ахмедова Л.Т., Кон О.В. Методика преподавания русского языка. “Фан ва технология”. –Т.: 2013.–240 с.

[5]. Рахманов И.В. Некоторые теоретические вопросы методики обучения иностранным языкам в средней школе. – В кн.: Общая методика обучения иностранным языкам: Хрестоматия/Сост. Леонтьев А.А. – М.: Русский язык, 1991.– 356 с.

[6]. Azizova G.G. Oliy ta’lim muassasalari professor-o’qituvchilarining kasbiy pedagogik faoliyatini takomillashtirish (ingliz tili materiallari misolida). Avtoref. Ped. Fan. Bo’yicha falsafa doktori (PhD). – T.: 2019. – 52 b.

[7]. Ishmuhammedov R., Abduqodirov A., Pardayev A. Ta’limda innovatsion texnologiyalar (ta’lim muassasalari pedagog-o’qituvchilari uchun amaliy tavsiyalar) T.:2008.–146 b.

The guidelines for authors of the journal "Journal of Language Pedagogy and Innovative Applied Linguistics" are as follows:

The journal "Journal of Language Pedagogy and Innovative Applied Linguistics" is published monthly and accepts articles from teachers, students, postgraduates, and doctoral students in the field of philology and linguistics who wish to publish the results of their research and present them to their colleagues.

Authors should submit the following materials separately via special web portal on the web-site to the journal's editorial office:

1. The original article (in English) in Word format (version 1997–2007).

• Text should be in Times New Roman Cyr font, size 14 pt, with one-and-a-half line spacing.

• Paragraphs should have an indent of 0.7 cm, clearly marked.

• Margins (in cm): left and top – 2, right and bottom – 1.5.

The article structure should include:

• **Author(s) information:** first name, patronymic, surname.

• **Article title.**

• **Article abstract** (150-200 words).

• **Keywords** (6-8 words) should follow the abstract.

• **Main text of the article.**

Pages should not be numbered, and there is no specific word limit for the article.

The file name should include the author's surname and initials (first co-author). For example, Smith S. article.

The article may contain any amount of illustrative material. Images should be included in the text of the article and also sent separately as TIFF/JPG files with a resolution of at least 300 dpi. Each image must have a title below it.

All illustrative material should be in shades of black and gray.

Formulas should be created using the built-in Microsoft Word formula editor.

Author information (filled out for each author and sent in a single file):

1.1. **Full name** (first name, patronymic, surname).

1.2. **Place of work** (study), current position.

1.3. **Field of scientific interests.**

1.4. **Address** (with postal code) to receive a copy of the journal.

1.5. **Email address.**

1.6. **Contact phone number.**

1.7. **Title of the section** in which the publication should be included.

1.8. **Number of journal** copies required.

The file name should include the author's surname and initials (first co-author). For example, Smith S. information.

Submission address for articles and author information:

jnr@jainkwellpublishing.com

We look forward to receiving your articles! Good luck!

ISSN 2795-6854



9 772995 685197

97 >

