

The Use of English Idioms and Phraseological Units to Increase Students' Motivation to Learn a Foreign Language

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ABSTRACT: Phraseology, being a figurative means of linguistic expression of reality, is one of the most interesting and at the same times the most difficult areas in the study of foreign languages. This article discusses the basic principles of classification of phraseological units according to structural and semantic principles. The main directions of phraseology are highlighted, the main representatives of these directions are described, and the principles of classification are highlighted, according to the principles of their direction. Thus, the following types can be noted phraseological units or idioms, such as: merges, unities, combinations, expressions. Various ideas about phraseological units, idioms and free word combinations are considered. In this paper, the author noted an increasing number of phraseological units-neologisms; most often phrases from technology, science and sports are transformed into phraseological units.

KEYWORD: phraseology, idiom, classification, phraseology-neologism.

How to keep students interested in a foreign language throughout its study? This issue has been widely discussed in the methodological literature of recent years. An important role in maintaining the motives for learning a foreign language is played by the introduction of phraseological units, proverbs and sayings in the lessons. Examples of this nature occupy an increasing place in the process of teaching foreign languages today. Thanks to them, students get acquainted with the subtleties of the studied language, get additional knowledge. The content of phraseological units should be meaningful and understandable for students, have a certain novelty. The study of phraseological units in the classroom causes students to need further independent acquaintance with the relevant materials. And it is phraseology that can serve as a support for maintaining motivation, because it includes two aspects:

- language training is underway;
- gives interest in the language material.

In the speech of any nationality, various expressions used in certain situations take root over time. Each in a separate group of people, some expressions that are identical in meaning have different spellings (when translated verbatim). This is influenced by variously formed associative memory.

In linguistics, phraseology is a stable expression with an independent meaning close to idiomatic [1, 2]. Phraseological units are formed from an unlimited combination of words that are used in a

figurative meaning. Over time, the figurative meaning disappears, while the combination of words takes root, acquiring its own unique meaning.

A.I. Smirnitsky [3] divides phraseologisms of the English language into several classes:

- 1) phraseologisms that have a single semantically full-meaning component and are conditionally called one-vertex (bring up) and
- 2) phraseologisms that have at least two such full-meaning elements (bread and cheese – modest food) - as well as the number of elements of complex words (bread and-butter letter - a thank-you letter for hospitality). Such phraseological classes are conventionally called two-vertex and multi-vertex.

Arnold [4] describes English phraseological units as given expressions, semi-fixed combinations and free phrases (old bird 'the shot sparrow'), unity (at the drop of the hat – "immediately, at the same hour, at the slightest provocation") and combinations (to talk through one's hat – "to talk nonsense, to talk nonsense." The bulk of phraseological units in English.

The language can be described by 114 phraseological units. Regarding the semantic unity of phraseological units it is possible to distinguish four varieties, such as phraseological:

- splices;
- unity;
- combinations;
- expressions.

Phraseological conjunctions are completely inseparable, rooted phrases; the general meaning of such units does not depend on the meaning of their constituent words. For example, the phrase is all thumbs – "awkward, clumsy", historically formed from the combination of one's fingers are all thumbs – "he has no hands, and the hooks" [5, p. 44].

Phraseological units are well-established phrases in which there is a general figurative meaning, the signs of semantic separation of components are precisely preserved: to be born with a silver spoon in one's mouth has the meaning "to be born in a shirt". Phraseological unities are somewhat close to phraseological mergers with their metaphoricity and imagery. But unlike phraseological mergers, where the figurative meaning is revealed only historically, in phraseological unities, imagery and figurativeness are realized from the side of modern English language.

Characteristic features of phraseological units:

- strong imagery and the resulting possibility of coincidence with similar phrases used; preservation of the semantics of isolated components;
- the inability to change some components to others;
- the primacy of emotional and expressive coloring;
- the ability to synonymically complement individual words or others phraseological units.

Phraseological combinations are lexical phrases that have become fixed in speech, the components of which are words with both free and with phraseologically related meaning: to pay through the nose – "pay exorbitantly".

Phraseological expressions are only those lexical phrases that have the literal meaning of the components. As part of phraseological expressions there are a large number of English proverbs and

sayings that are used in the direct meaning without figurative allegorical meaning: wolf in sheep's clothing – wolf in sheep's clothing the skin. Thus, the phraseological units of the English language from the side of semantic unity, i.e. the relationship between the common meaning phraseology and the "private" semantics of its constituent parts, they represent four classes: phraseological coalitions, phraseological unities, phraseological combinations and phraseological expressions.

The characteristic of the level of semantic unity of a particular phraseology and, as a consequence, its attribution to one of the four typical varieties should be fully based on the facts of semantics and the use of phrases in the language.

Phraseological units and idioms can not only decorate any language, creating new lexical constructions, but also show the history of culture people. For example: Baker's dozen – "damn dozen", according to an old English custom, bread merchants received 13 rolls from bakers instead of 12, and the thirteenth went to the merchants' income. Also, some phraseological units consolidate the names of English writers: A good Jack makes a good Gill – literally: if Jack is good, then Jill is good "a good husband and wife are good" [6]. Reflect beliefs: A black sheep – "black sheep (shame in the family)", according to an old belief, a black sheep marked with the devil's seal. Some phraseological units are associated with religious statements: A millstone about smb.'s neck is a heavy responsibility, a stone on the neck. The turnover goes back to the biblical text, having a literal meaning. Live on the fat of the land – to live in luxury, to live happily (comparison – to ride like cheese in butter). A variant of the biblical prototype becomes a phraseological unit.

As for the modern English language, the number of phraseological units-neologisms is currently growing, and most often into phraseological units phrases from technology, science and sports are being transformed. For example, phraseological units that have appeared relatively recently are associated with the development of space exploration and politics: To link up – to dock spaceships, (get acquainted, meet). Round table – a round table meeting. You can also find phraseological units from the military field: To give a bloody nose – to inflict defeat.

Phraseological units will never leave our lives, since phraseology is easy to use, and its metaphoricity makes it easy to explain. Instead of a long phrase describing our opinion, we can say literally a few words, in the subtext of which the meaning of the narrative will be clearly visible. Moreover, it is possible to choose phraseology for any occasion of life.

It is impossible to determine the exact number of them, but the Cambridge International Dictionary of Idioms has about 6,000 dictionary entries.

Over time, phraseological units will only transform into newer forms, acquire a new meaning, or be forgotten over time, as the true, non-metaphorical meanings of phraseological units were once forgotten, and on their basis new, modern phraseological units will be replaced.

The provision on the need to learn a foreign language in close connection with the culture of the native speaker of this language has long been perceived as an axiom in the domestic methodology of teaching foreign languages. It is known that the use of phraseological units in the educational process provides an increase in the cognitive activity of students, expands their communicative capabilities, promotes the creation of positive motivation in the classroom, gives an incentive to work independently on the language, and contributes to the solution of educational tasks. The bulk of phraseological material is concentrated in books for home reading.

When working out phraseological material, the following exercises can be used: in advance, students are given phrases on a certain topic, in small groups, students explain the meaning of a particular phraseology in English, without naming it, and everyone else must guess what is meant. Written

tasks are also offered – arguments that involve the disclosure and transmission of the meaning of a particular phraseology (tasks of this nature, most often, are provided for work at home). Naturally, one or two such exercises are not enough in the educational process. The main thing is to establish a correspondence between the substantive and procedural side of the training tasks. The solution to this problem lies in a more purposeful and consistent development of methodological guidelines for teachers with a detailed explanation of the techniques of working on phraseological material, as well as in a series of exercises taking into account the specifics of this material. A variety of types of exercises attracts the attention of children to the vocabulary, and thus to the content of the text, but in a more detailed form. At the same time, the level of assimilation of the material is higher than when conducting a lesson according to the traditional system. After a series of exercises, the pace of work accelerates. Working with dictionaries not only does not reduce their interest, and does not lower the level of assimilation of the material, but only contributes to its increase. Thus, it is obvious that focusing students' attention on phraseological units contributes to a more intensive assimilation of lexical material, and working with phraseological units develops students' reading, writing and speaking skills, depending on the exercises offered.

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