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TEACHING SOME TYPES OF PHRASEOLOGICAL UNITS IN ENGLISH LESSONS

The purpose of this research is to understand the different types of phraseological units in English lessons and explore evolving methodologies that can help with target language communication. Phraseological combinations are a valuable asset in the realm of language, consisting of fixed word combinations that convey a symbolic meaning and provide a sophisticated and nuanced way to express ideas. These combinations can serve as a helpful tool in professional communication, elevating the quality of one's communication and conveying ideas with greater depth and precision.

Phraseological compounds are an essential part of sentences that are not divided into constituent parts. It is crucial to note that phraseological combinations differ from free-word combinations. In phraseological combinations, individual words lose their true meaning when used together and instead express a specific symbolic meaning.

Phraseological combinations exhibit features of homonymy, synonymy, and antonymy and include phraseological units, phraseological compositions, idioms, collocations, proverbs, and quotes, among others. Studying English phraseological units expands learners' memory, allowing them to select lexical units quickly and adequately. This method shapes the emotional expressiveness and expressiveness of speech.

Analyzing and searching for the equivalent of phraseological units in the native language and explaining their meaning can significantly develop translation skills and abilities. Scholars are encouraged to work with phraseological dictionaries, expanding learners' vocabulary.

Phraseological combinations are groups of words that combine to make thoughts and speech more vivid and expressive. Fixed expressions are phrases whose elements cannot be separated and are formed through a linguistic process that starts with a group of freely arranged words. Students can improve their communication skills and more effectively convey their ideas by using phraseological combinations in their speech.

The article discusses the problems of teaching some types of phraseological phrases in English lessons.

Key words: didactic, phraseological units, types, word combinations.

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Ағылшын тілі сабақтарында фразеологиялық бірліктердің кейбір түрлерін оқыту

Зерттеудің мақсаты – ағылшын тілі сабақтарында фразеологиялық бірліктердің кейбір түрлерін түсіндіру және нысаналы тілде сөйлесуге көмектесетін, соңғы кездері дамып келе жатқан әдістерді зерделеу. Фразеологиялық тіркестер – символдық мағынаны білдіретін және ойды білдірудің күрделі және нәзік әдісін танытатын, тұрақты сөз тіркестерінен тұратын тілдегі құнды байлық. Осындай тіл бірліктері кәсіби қарым-қатынаста пайдалы құрал бола отырып, қарым-қатынастың сапасын жақсартады және идеяларды тереңірек және дәлдікпен жеткізуге мүмкіндік береді.

Фразеологизмдер – сөйлемнің құрамдас бөліктерге бөлінбейтін маңызды бөлігі. Ескере кететін жайт, фразеологиялық тіркестен еркін сөз тіркестерінен өзгеше. Фразеологизмдердегі жеке сөздер бірге қолданылған кезде өзінің жеке тұрғандағы лексикалық мағынасын жоғалтып, белгілі бір символдық мағынаны білдіреді.

Фразеологиялық тіркестерге омонимия, синонимия және антонимия белгілері тән және олардың құрамында фразеологиялық бірліктер, фразеологиялық композициялар, идиомалар, сөз тіркестері, мақал-мәтелдер, дәйексөздер және т.б. қамтылады. Бұл әдіс сөйлеудің эмоционалды және экспрессивті бояуын қалыптастырады.

Ана тіліндегі фразеологиялық бірліктердің баламаларын талдау және іздеу, олардың мағынасын түсіндіру білім алушылардың аударма дағдылары мен дағдыларын айтарлықтай

дамытуға мүмкіндік береді. Ғалымдарға білім алушылардың сөздік қорын кеңейтетін фразеологиялық сөздіктермен жұмыс істеу ұсынылады.

Фразеологиялық тіркестер – ой мен сөйлеуді анағұрлым бейнелі әрі айқын етуге мүмкіндік беретін сөздер тобы. Тұрақты тіркестер – элементтері бөлуге келмейтін және еркін орналастырылған сөздер тобынан басталып, лингвистикалық үдерістердің нәтижесінде нәтижесінде пайда болған сөз тіркестері. Студенттер сөйлеу барысында фразеологиялық тіркестерді қолдана отырып, қарым-қатынас дағдыларын жетілдіре алады және өз идеяларын анағұрлым анық жеткізе алады.

Мақала ағылшын тілі сабақтарында фразеологиялық тіркестердің кейбір түрлерін оқытудың проблемалары қарастырылады.

Түйін сөздер: дидактикалық, фразеологиялық бірліктер, түрлері, сөз тіркестері.

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Некоторые виды обучения фразеологических единиц на уроках английского языка

Цель этого исследования – понять различные типы фразеологизмов на уроках английского языка и изучить развивающиеся методы, которые могут помочь в общении на целевом языке. Фразеологические сочетания представляют собой ценное достояние в сфере языка, состоящее из устойчивых словосочетаний, которые передают символическое значение и обеспечивают сложный и тонкий способ выражения идей. Эти комбинации могут служить полезным инструментом в профессиональном общении, повышая качество общения и передавая идеи с большей глубиной и точностью.

Фразеологизмы являются важнейшей частью предложений, не разделенной на составные части. Важно отметить, что фразеологические сочетания отличаются от произвольных словосочетаний. Во фразеологизмах отдельные слова при совместном употреблении теряют свое истинное значение и вместо этого выражают определенное символическое значение.

Фразеологические сочетания обладают признаками омонимии, синонимии и антонимии и включают в себя фразеологические единицы, фразеологические композиции, идиомы, словосочетания, пословицы, цитаты и др. Изучение английских фразеологизмов расширяет память учащихся, позволяя им быстро и адекватно подбирать лексические единицы. Этот метод формирует эмоциональную выразительность и экспрессивность речи.

Анализ и поиск эквивалентов фразеологизмов на родном языке и объяснение их значения позволяют существенно развивать переводческие навыки и умения. Ученым предлагается работать с фразеологическими словарями, расширяющими словарный запас учащихся.

Фразеологические сочетания – это группы слов, которые, соединяясь, делают мысли и речь более яркими и выразительными. Фиксированные выражения – это фразы, элементы которых не могут быть разделены и образуются в результате лингвистического процесса, который начинается с группы свободно расположенных слов. Студенты могут улучшить свои коммуникативные навыки и более эффективно донести свои идеи, используя в своей речи фразеологические сочетания.

В статье рассматриваются проблемы преподавания некоторых видов фразеологических выражений на уроках английского языка.

Ключевые слова: дидактика, фразеологические единицы, типы, словосочетания.

Introduction

Language teaching is a process, and from our point of view, scholars cannot ignore phraseological units. Not all scholars agree on which word combinations should be studied as phraseological units. Some exclude quotations, proverbs, sayings, maxims and sentences, and story formulas, while others in-

clude them. Some linguists include among phraseological units what they call “pragmatic phrasemes”, “pragmatemes”, “situation-related statements”, “related expressions”, “situational formulas”, or “situational sentences”, which initially made the object of study of another branch of linguistics, pragmatics. In the category of paremias, which traditionally include proverbs, sayings, aphorisms, maxims

and sentences, some researchers include mottos and commercial, political or social slogans.

There are two types of word combinations in the language: free word combination and fixed word combination. Fixed word combinations are also called phraseological combinations. In phraseology, a phraseological unit, also called phrasemes or phraseologism, is a more or less fixed combination of words which is opposed by this characteristic to the free association of words.

Concerning this notion, there is no unitary vision among researchers, the names of the various types of phraseological units, the definition of these types, their delimitation from each other and their classification being controversial.

For the various combinations of partially or totally fixed words, we encounter a multitude of terms. On the one hand, several terms are used for the same type of combination; on the other hand – a single term for several types.

Methods and material

Phraseological units are productive material for use in teaching English. The effective teaching of word combinations necessitates the adoption of a creative and engaging approach that facilitates learners' comprehension of these unique expressions. The integration of efficient methodologies can significantly enhance the learning experience, rendering it a pleasurable and fruitful pursuit. Therefore, it is crucial to prioritize the implementation of such strategies to ensure the success of learners in grasping the intricacies of expressions. By adopting these innovative techniques, you can enhance the effectiveness of your teaching and provide your students with a valuable learning experience.

The study of phraseological units in English lessons tends to a better master of this issue; there is an expansion of not only the vocabulary of learners but also restricted knowledge since phraseological units are directly involved in the formation of a specific picture of the world, reflect the national and cultural specifics of the language and have a symbolic reading, thanks to phraseological units, it is possible to understand national stereotypes of perception of the surrounding reality (Adger, 2006).

When teaching phraseological units of the English language, it is necessary to take into account the phases of the formation of a verbal speech skill: comparison of phraseological units in English and native language; recognition, understanding and memorisation of phraseological units; the primary

use of phraseological units in different phrases and prepared statements; the usage of phraseological units in improvised monologue and dialogic speech in order to solve a communicative task.

In order to effectively teach phraseological units, it is imperative to implement innovative methodologies and engaging activities that foster a comprehensive understanding of these intricate expressions. This requires the adoption of creative techniques and the provision of interesting activities that cater to the diverse learning needs of students. Mastery of idioms is essential for effective communication in both academic and professional settings. As such, it is important to ensure that learners receive the necessary support and guidance required to fully grasp the nuances of this aspect of language.

To facilitate a better understanding of phraseological units among students, it is recommended that teachers expose them to real-life scenarios where these expressions occur naturally. This can be achieved through conversations, role-plays, or simulations that require the use of phraseological units. Teachers may also provide contextualized examples and encourage students to identify these expressions in authentic situations to help learners comprehend their functions within specific contexts.

Incorporating visual aids such as drawings, comics, or pictures that depict expressions can be an effective way to enhance learners' understanding and retention of the material. Through the careful research and interpretation of these illustrations, students can deepen their comprehension of the subject matter. This approach can be particularly useful in formal educational settings, where it is essential to provide learners with tools that support their learning and encourage their success.

Literature review

The various authors agree in asserting that the types of phraseological units differ primarily by their degree of fixedness, and this degree depends on the frequency of use of the combinations of words at their base.

Freezing is considered from three points of view:

- Semantic fixedness consists in the partially or totally non-compositional character of the phraseological unit, that is to say, in its feature of having at least one part in which its component elements have lost their individual meaning and together have a new meaning.

- Lexical rigidity refers to the reduced possibility or impossibility of replacing the component

elements with a synonym or a word located on the same paradigmatic axis.

– Morphosyntactic rigidity consists of the reduced possibility or the impossibility of transformations by inflexion, changes in the order of words, development by new elements, etc.

The range of phraseological unit types ranges from those with a minimum degree of fixedness from one of the above points of view, two of them or all three, to those with a maximum degree of freezing. The degree of rigidity is also different within the framework of certain types of phraseological units, which is why it is not easy to delimit the various types.

Phraseological units with a minimal degree of fixedness are called by certain linguists collocations, which are frequent both in everyday language and in specialised languages (Grise, 2008).

Results and Discussion

The collocation is a compositional combination of words, i.e. its elements appear with their individual meanings in the combination as well, the meaning of the collocation being thus transparent. Collocations are lexical solidarities that appear as a result of preferences for certain combinations, which can be seen thanks to the relatively high frequency of co-occurrence of their component elements.

At the same time, collocation is subject to certain combinatorial limitations. An example for this is in English *to expect the worst*, where you cannot replace *worse* with another word, say, for example, *expect the best*.

Collocation has a nucleus, a collocative base, usually a noun or a verb, sometimes an adjective or an adverb. The nucleus “chooses” certain satellites which form its collocative domain. For example, the core word *law* can enter the collocations *promulgate a law*, *cancel/abolish/abrogate a law*, *modify a law*, *make the law*, *observe the law*, and *submit to the law* (Granger & Meunier, 2008).

Compared to examples, there are also more opaque semantic combinations, in which only one component is used with its proper meaning and which are more fixed phraseological units than collocations. Such is for example, *blue jitters*, where only the colour adjective *blue* can be associated with *jitters*. Some linguists also call these combinations collocations, but we also find the term phraseological expression for them, for which we give examples like “*sleepless night*” or “*bookworm*” (lit. “*book mouse*”). Such expressions would also be similes

where the comparative is used with its usual meaning: “*long as a day without bread*” (lit. “*long as a day of fasting*”), “*black as jet*” (lit. “*black as crow’s feather*”).

A collocation, in linguistics, is either, in a quantitative way, the frequent bringing together of two lexical units in a given corpus, or, in a qualitative way, a combination of lexical units which expresses a precise idea. This comparison is directly encoded in the lexicon and therefore falls under lexical knowledge.

The term “collocation” comes from the Latin *collocare*, which means “*to place together*”.

Collocations are based on a particularly frequent combination of two elements of the lexicon: its frequency must be higher than that of each of its elements taken separately.

Collocations are based on a rapprochement which is mainly arbitrary. Thus, the different languages make different choices to create collocations, and therefore it is often the translators who are the most sensitive to collocations and observe them most willingly in the languages.

Several linguists distinguish two components of collocation: the base and the collocative. The base qualifies as a word that the speaker freely selects to express a concept, while the collocative designates the component attached to the base and whose use is constrained in the language. In this sense, we will say that collocation is a “semi-constrained” association of words.

Fixed expressions come from a linguistic process which, from a syntagm whose elements are free, makes a syntagm whose elements cannot be dissociated (Emelyanova, 2019).

A compound word is defined as being a group of words of at least two lexical morphemes corresponding to a significant unit.

Criteria are used to characterise frozen sequences:

- polylexicity;
- semantic opacity;
- the overall meaning;
- blocking transformational properties.

Among the phraseological units, there are sentences used almost automatically and recurrently by native speakers of a language. They are triggered by various communication situations in which the speaker finds himself and through which he realises various communicative intentions: to act on the addressee, to express his attitude towards him, to express feelings and psychic or physical states, to enter into contact with the recipient, conforming to social

conventions and many more. Some authors include among the pragmatic phraseological units proverbs, sayings and slogans (Zajkina, 2019).

Pragmatic phraseological units are distinguished from other types of such units by specific features. First, they are subject to a specific constraint. Indeed, the whole unit is controlled by a certain situation and a certain communicative intention. For example, the sentence “*Shut your mouth!*”. It can only be used to silence its recipient. Second, the figurative character is not typical for these units.

Moreover, as there are very many types of situations where pragmatic phraseological units are used, their degree of rigidity is different. The meaning of a sentence like “*Shut your mouth!*” It can be interpreted from its components. The lexical rigidity of this unit is also relative, “*Shut your mouth!*” that can become with the same pragmatic sense, “*Close your valve!*”. Similarly, it also accepts specific morpho-syntactic manipulations: the transition to the plural (*Shut your mouths!*), the development (*Shut your dirty mouth!*), the replacement of the name by a first name (*Shut up!*), the omission of the verb (*Shut up!*)

Other pragmatic phraseological units practically become formulas by their total or almost total rigidity. For example, “*It is too easy!*” has a compositional meaning if it is a free combination of words. On the other hand, as a pragmatic phraseological unit, it is used to reject an excuse (*David is late and pretended to be on strike. It is too easy!*), its meaning being non-compositional, not interpretable from the meaning of each of its component parts. Moreover, it does not accept any lexical or morpho-syntactic transformation without losing its character as a phraseological unit. Communication drills are aimed at the ability to use the studied phraseological units in order to solve communicative problems. These exercises are spontaneous, unprepared monologues or dialogic statements of scholars.

The pragmatic phraseological unit has two similarities with the interjection: its automatic use in appropriate situations and their specific intonation. Thus, some of these units correspond in their pragmatic meaning to interjections, for example, “*What are you telling me there!*” and “*Ah!*” expressing astonishment. Some linguists consider that entities which, in traditional grammar, count as interjections and unparseable sentences, even if only consisting of a single word, are formula-like pragmatic phraseological units. Examples: *Be it!* (expression of concession); *Hey!* (formula associated with the delivery of something or expressing astonishment); *Thank you!* (a form of thanks); *Come on!* (exhortation).

Paremia is a “normative lapidary sentence” characterised by a rhythmic morphology, an analogical structure and a normative status. The term encompasses several types of phraseological units that are difficult to delimit from each other: the proverb, the saying, the motto, the slogan, etc.

The proverb is a paremia which briefly includes a truth presented as general relating mainly to man, a piece of advice, or a rule of life-based on popular wisdom. It has an oral, traditional character, its creation being collective and anonymous.

Some authors consider the proverb as a subtype of the category of pragmatic phraseological units.

From the linguistic point of view, the proverb resembles the idiomatic expression by its semantic fixedness (non-compositionality), its lexical fixedness and its formal fixedness, which can be of different degrees. It resembles certain idiomatic expressions in its metaphorical character. On the other hand, it differs from the idiomatic expression by its stable meaning, independent of communication situations, and by the fact that it can only constitute a complete sentence. A typical proverb example is “*A scalded cat fears cold water*”.

There are also what are called “proverbial phrases”, idiomatic expressions derived from proverbs. They are no longer proper proverbs, because of the loss of their sentence character. The basic proverb is a sentence beginning with *Do / Do not...* followed by a verb in the infinitive with its syntagm. It is this last part of the proverb that becomes the proverbial phrase. Example: *Do not sell the bear skin before killing it* → *sell the bear skin before killing it*.

Saying. This paremia resembles the proverb in several of its features: it is based on popular wisdom, it has an oral, traditional, collective and anonymous character, and from the grammatical point of view, it consists of at least one simple sentence.

Some authors consider that the saying is distinguished from the proverb only by the character of direct affirmation, not connoted, metaphorically, not exploitable of the first. Thus, who risks nothing has nothing would be a saying.

Other authors restrict the saying to a paremia which presents as truth but which can be a belief or a superstition, an observation linked to rural life, especially concerning meteorological phenomena. An example of such a saying is *In April, do not find yourself out of a thread; In May, do what you like* (Ozhegov, 1974).

The motto is a phraseological unit of the paremia type, characterised by total rigidity. It appeared in the Middle Ages, in Western Europe, associated

with the coat of arms of a noble family and can be semantically linked to the image of the coat of arms. Initially, the motto was a battle cry used in a battle, as a result of which the first possessor of the coat of arms earned his title of nobility. Subsequently, the motto concisely expressed, most often in Latin, the piety, loyalty, courage or other qualities of the one receiving the title. An example of a noble motto is (the) *Forte scutum salus ducum* “*A strong shield is the salvation of chiefs*”, which alludes to the name of its owner.

The slogan is a phraseological unit “concise and expressive, easy to remember, used in advertising campaigns, propaganda to launch a product, a brand or to win the opinion of certain political or social ideas”. Some authors also consider the slogan a subtype of the pragmatic phraseological unit. The meaning of some slogans is linked to an accompanying text or image, and others stand alone (Kulaeva, 2009).

By its concise, striking, and memorable form and its function of exerting an effect on its addressees, the slogan is close to the proverb and the saying. Still, it is distinguished from them by its planned, regular and massive use and by its duration of life limited to that of a campaign unless it is so successful that it is remembered more or less long after the campaign in question. The study of phraseological units in English lessons favours a better mastery of this subject; there is an expansion of not only the vocabulary of learners but also regional knowledge since phraseological units are directly involved in the formation of a specific picture of the world, reflect the national and cultural specifics of the language and have a symbolic reading, thanks to phraseological units, it is possible to understand national stereotypes of perception of the surrounding reality.

To be expressive, the slogan uses various rhetorical devices, for example, figures of speech:

- antithesis: *travel big, spend small*;
- comparison: *Contemplating an X without driving it is like admiring a bottle of Dom Pérignon without opening it (for a car)*;
- metaphor: *Put a tiger in your engine (for fuel)*;
- metonymy: *X, wines with the nose*;
- paronymasia: (en) *I like Ike* “*J’aime Ike*” (slogan of Dwight David Eisenhower, nicknamed Ike, in his campaigns for the elections to the presidency of the United States);
- personification: *I am redheaded, so what? (for a beer)*;
- rhetorical question: *Who said pleasure was forbidden? (for a dairy product)*;

- repeat: *Shake it, shake it! (for a soft drink)*.

Some slogans are made with processes of poetic language:

- alliteration: *Dry sausage without knowing how to dry it*;
- rhyme: *Smart comfort, at cuddly prices*;
- rhythm: *the previous example*.

To be attractive, the slogan tends to be witty, even humorous, which is why it calls for puns based on the following:

- polysemy: *In Norway, the colder it is, the more you rub your hands – advertisement for a skin care cream*;
- homonymy: *Turn your account into a fairy tale*;
- paronymy: *At the wheel, sight is life*.

For the same purpose, we also practice the conscious deformation of sequences forming part of the linguistic community's cultural competence, among other types of phraseological units, to transform them into a slogan.

The sequence in question can be:

- a fragment of a song: *Good deals are picked up by the shovel*;
- a title of a film, a play, a television series: *Some like it X (for an alcoholic drink), A coffee called desire, X shoes and leather boots*;
- a quote: *Eye for an eye, sound for sound (for an audio system)*;
- a saying: *In April, do not find yourself wearing an X (for tights)*;
- a proverb: *Small Xs make big lights (for a lamp)*;
- an idiomatic expression: *Take your X to your neck (for tights)*;
- a legal formula: *Surprised in flagrant delights (for an alcoholic drink)*.

From the syntactical point of view, the slogan can be a complete or incomplete simple or complex sentence. The construction of the slogan often expresses the qualification of the product concerned. This is achieved by:

- a sentence-to-attribute type construction whose subject is the name of the brand and whose copula is omitted, the attribute being provided or not with an article: *X, a love of perfume, X, glasses without borders*;
- a sentence with the verb in the present indicative *All roads lead to X* or in the imperative: *Discover the passion for quality*;
- a verb phrase with the infinitive verb: *Building trust*.

The famous quote. It is a phraseological unit in which the speaker knows or wrongly thinks he

knows the historical, literary or cultural source. In the case of some, the speaker only knows that it is a quotation without knowing its source. The source of other quotations has disappeared from the consciousness of the speakers, and they are no longer felt as such.

The main provisions of the article are reflected in the author's theses submitted to scientific conferences in Azerbaijan and abroad, as well as in scientific articles published in various journals in Azerbaijan and abroad.

Conclusion

As a result, it can be noted that phraseological combinations are language units that bring expressiveness and imagery to speech and make thoughts expressive. Such compounds are also called stable compounds. Effectively instructing individuals on the proper use of expressions necessitates a comprehensive and engaging approach that facilitates a thorough understanding and application of said ex-

pressions. As a rule, phraseological units have a figurative meaning, and phraseological units are units equal to one word. In general, the main features of phraseological combinations are:

1. The composition of phraseological units is unchanged.
2. These expressions are readily available in the language.
3. Words included in phraseological combinations lose their original real meaning and are used only figuratively.
4. They consist of two or more words.
5. Phraseological combinations are whole lexical units; they belong to dictionaries.
6. Most of them can be expressed in one word.
7. They are part of a whole sentence without being divided into constituent parts (Kazimov, 2021).

The teacher should take this into account in teaching and teach the students to recognize the types of phraseological turns and use and apply them in their speech.

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