THE ROLE OF PHRASEOLOGICAL UNITS IN ENGLISH LANGUAGE TEACHING

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Abstract: Phraseological unit is a fixed combination of two or more words in a language, which expresses a figurative meaning, the meaning of which is equal to one word. Phraseology (Greek phrasis - expression, expression and ... logy) - 1) a branch of linguistics that examines the phraseological structure of a language (phraseologism) in its current state and historical development; 2) a set of phraseologies in a particular language. As a linguistic department, Frezeologizm's main focus is on the nature of phraseologies and their categorical features, as well as on the laws of the use of phraseology in speech.

Key words: frezeologism, idiomaphraseologisms, synonymy, antonymy, structural-semantic, grammatical-functional-methodological.

As a linguistic department, Frezeologizm's main focus is on the nature of phraseologies and their categorical features, as well as on the laws of the use of phraseology in speech. Frezeologizm's most important problem is to distinguish phraseological units from those that are formed in speech (that is, not prepared in advance), and on this basis to identify the features of phraseological units. Due to certain differences between idiomaphraseologisms, phraseological combinations, and stable sentences (proverbs and parables, other equivalent phraseologies), many researchers understand F. in two ways: narrow and broad. When understood in a broad sense, F. includes proverbs and sayings, stable sentences typical of folklore, and some forms of communication (greetings, farewell sentences). However, the issue of understanding Frezeologizm in a broad sense is still controversial.

The phrase has the following features:

1. Phrases are usually equivalent to words in terms of meaning and usage: the butterfly has flown away (frightened), your mouth shows its ear wherever it says (lazy)

2. Phrases have a figurative meaning and have an impact, imagery. For example, a person who reads a phrase that does not stick out of a sheep's mouth imagines symbols such as a sheep eating grass and a stick in its mouth. The word soft does not have such features.

3. The phrases in the sentence as a whole are the answer to one question and serve as a part of the sentence: what kind of (guy) hits the star?

4. It is possible to add other words to some phrases or to change the words in them: the eye fell - the eye fell on me; nose raised - nose raised - nose raised and h.

5. Phrases are used in a more conversational and artistic style. Effective use of them increases the effectiveness of speech.

6. Not only compounds, but also some sentences can become phrases: appetite is aroused, the heart is black.

Frezeologizm's most important problem is to distinguish phraseological units from those that are formed in speech (that is, not prepared in advance), and on this basis to identify the features of phraseological units. Due to certain differences between idiomaphraseologisms, phraseological combinations, and stable sentences (proverbs and parables, other equivalent phraseologies), many researchers understand frezeologizm in two ways: narrow and broad. When understood in a broad sense, frezeologizm includes proverbs and sayings, stable sentences typical of folklore, and some forms of communication (greetings, farewell sentences). However, the issue of understanding frezeologizm in a broad sense is still controversial.

The main tasks or issues of frezeologizm are: to determine the consistency of the phraseological structure and, in this connection, to study the character of the phraseology; description of homonymy, synonymy, antonymy, polysemy and variant of phraseologies; identify the features of the words used in phraseology and their specific meanings; clarify the relationship of phraseology with word groups; determine their syntactic role; develops the study of the formation of new meanings of words in phraseological units and other Frezeologizm principles of separation of phraseological units, methods of their study, classification and description in dictionaries. The phraseological structure of the language is differentiated on the basis of specific, diverse methods developed in Frezeologizm: structural-semantic, grammatical-functional-methodological bases. The principle of structural-semantic classification is basic.

Frezeologizm emerged as an independent branch of linguistics in Russian linguistics in the 1940s. Its first formation was based on the works of Russian scholars A. A. Potebnya, I. I. Sreznevsky, A. A. Shakhmatov. , Raised in the works of L. A. Bulakhovsky. In Western European and American linguistics, Frezeologizm is not distinguished as a separate branch of linguistics.

Research in the field of phraseology in Uzbek linguistics began in the 50s of the last century. To date, phraseology has been studied from different angles (Sh. Rakhmatullayev, B. Yuldashev, A. Mamatov, etc.), several dictionaries have been compiled on Frezeologizm (Sh. Rakhmatullayev, M. Sodikova), from writers Abdulla Qodiri, Abdulla Qahhor, Hamid Olimjon, Aydin , The phraseological structure of Said Ahmad's works has been studied. In the 70s and 80s, SamSU had a center for the coordination of phraseological research and the production of special collections.

Prioritize High-frequency Units: Focus on teaching the most common and useful phraseological units, ensuring that learners develop a solid foundation for practical communication.

Employ Scaffolding Techniques: Provide gradual, step-by-step instruction and opportunities for practice, gradually increasing the complexity and diversity of the phraseological units introduced.

Encourage Noticing and Awareness: Heighten learners' awareness of phraseological units through explicit instruction, raising their sensitivity to these linguistic constructs in authentic language use.

Leverage Multimedia and Technology: Utilize multimedia resources, such as videos, interactive exercises, and online corpora, to enhance the presentation and practice of phraseological units.

Conclusion

The integration of phraseological units into English language teaching is a crucial aspect of developing learners' linguistic and communicative competence. By exposing learners to these linguistic constructs and providing them with opportunities to understand, practice, and apply them in real-world contexts, educators can empower their students to communicate more naturally, idiomatically, and effectively in the English language. As a dynamic and ever-evolving field, the incorporation of phraseological units in language teaching continues to be an area of ongoing research and pedagogical innovation.

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