

THE WAYS OF LEARNING PHRASEOLOGICAL UNITS WITH COMPONENTS EXPRESSING MONEY UNITS IN TEACHING PROCESS

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Abstract: This article is dedicated to the analysis of phraseological units with component denoting “money” and teaching phraseological units to students. The field of phraseology in any language is so varied and fascinating that one could spend an entire lifetime considering and analyzing it from various viewpoints. The author will analyze in the following article the best ways of learning phraseological units both effective and efficient for learners.

Key words: Phraseology, set expressions, idiomatic expression, phraseological units denoting “currency”, components, structure, approaches.

Аннотация: Данная статья посвящена анализу фразеологизмов с компонентом, обозначающим «деньги», и обучению студентов фразеологизмам. Область фразеологии любого языка настолько разнообразна и увлекательна, что можно всю жизнь рассматривать и анализировать ее с разных точек зрения. В следующей статье автор проанализирует наилучшие способы изучения фразеологизмов, как эффективные, так и действенные для изучающих.

Ключевые слова: фразеология, фразеологические выражения, идиоматическое выражение, фразеологизмы, значение «валюта», компоненты, структура, подходы.

The English language has a thousand-year history. During this time, it has accumulated a large number of expressions that people found successful, well-aimed and beautiful. And so a special language arose - phraseology, a set of set expressions, a special independent meaning. Learning English, which is widely spoken in our country. A good knowledge of the language, including English, is impossible without knowledge of its phraseology. Knowledge of phraseology extremely throws reading both journalistic and fiction. The judicious use of phraseological units makes speech more idiomatic. With the help of phraseological expressions, which are not translated literally, but are perceived rethought, the aesthetic aspect of the language is enhanced. “With the help of idioms, as with the help of various shades of colors, the informational aspect of the language is complemented by a sensual-intuitive description of our world, our life”. For those who study English as a foreign language, this layer of the language is difficult to master, but after mastering phraseological units, we begin to speak like Englishmen, we understand them from a half-word, our speech readiness increases dramatically. We can briefly and very accurately express our thought, being sure of the correctness of its expression. In many cases, knowledge of English phraseology helps to avoid Russianisms, i.e. verbatim translations of sentences from Russian into English. There are various approaches to the classification of phraseological units. Linguistics is a narrow and broad understanding of the scope of phraseology. Proponents of the narrow understanding, narrowing the boundaries of phraseology, refer to it only idioms. Flaw this point of view is that a large number of phraseological units with motivated figurative meaning. Supporters of the broad understanding phraseology includes all types of stable combinations: paired words popular expressions, aphorisms, proverbs, sayings, newspaper stamps, etc. Phraseologisms are classified depending on one or another sign. "AT as the main differential features of phraseologism, researchers distinguish the following: reproducibility, stability, figurativeness, compatibility of lexemes and semes, intracomponent links, constancy of component composition, semantic integrity, lexical indivisibility, etc." Great merit in the development of phraseology as an independent linguistic science,

belongs to V.V. Vinogradov, who published in the 40s of the last century a number of articles in which, developing the ideas of S. Bally, he proposes a generally accepted classification phraseological units. Phraseological combinations are characterized because they do not have a holistic meaning and are not semantic unities. Phraseological combinations make up the largest group stable combinations. Some quotations should be singled out as a special group, proverbs, sayings, which acquire certain features of phraseological units, like reproducibility. Such turns are called phraseologized. The meaning of phraseological combinations is motivated by the meaning of the words included in their composition; at the same time, some of the components can have free lexical meanings, and some can have non-free, phraseologically related. When considering the form of a phraseological unit, it is necessary to take into account its component composition, the possibility of varying the components, the structure of the phraseological unit. In some cases, the difficulty of identifying a phraseological unit is due to the fact that the phraseological phrase in a sentence can be torn apart by other words.

An important structural feature of phraseological units is the constancy of the composition. Unlike a free phrase, phraseological phrases are not created at the moment of speech, but are reproduced in finished form. However, it should be noted that, despite the constancy of the composition of phraseological units, some of them allow variation. It is with the possible variability that the relativity of the stability of phraseological units is connected. As we mentioned above, one of the controversial issues of phraseology is the issue of including terminological combinations in phraseological units. Terminological combinations expand the scope of their use, going beyond the scope of scientific and special texts, becoming commonly used.

In connection with the widespread use of non-literary expressions in various spheres of public life of people, the question arises of the appropriateness of the use of vernacular and jargon-argotic phraseological units in those situations that have traditionally been attributed to the use of the literary language. When we talk about the loosening of the norm of the literary language, we mean that the choice of language means does not correspond to the situation of communication, the predictability of communication is violated. With supporting ideas which is mentioned above studying idioms through proverbs, phrases, jargons, slangs create such atmosphere for the learner to adopt it in such situations that he or she in. Learners will remember material better and take more interest in it if it has applicable contextual meaning. This means that good teachers should be able to relate the teaching materials to daily usage or practical examples. By providing appropriate applications, students will be able to remember them better and longer. Especially, studying English phraseological units with expressing currency units and watching English commercials have much in common which makes the choice of this type of authentic video justified and efficient. It should be stated here that learners learn well by watching it means by visual materials and by listening tasks and if the teacher wants to achieve the best proficiency of mastering the lesson exactly about the phraseological units with money units, should be able to create different activities which will be fruitful to accomplish and manage to do for all learners as well. Learning any foreign language requires the learners to know suitable vocabulary and phraseological expressions and idioms on that language. The students' fluency and efficiency in using a foreign language and a good knowledge of the language depends on a good knowledge of the expressions, idioms and their frequent use in everyday life. As we know English language is also one of the languages which is especially rich in idiomatic expressions. Furthermore, many scholars suggest that in majority of textbooks of English as a foreign language it is suggested studying idiomatic expressions in groups, such as money idioms, colour idioms, body idioms, food idioms, sport idioms, music idioms, etc. This part of a vocabulary, being an important element of culture, is at the same time the marker that indicates the students' fluency and efficiency in using language. Therefore an extremely efficient means of organizing various activities that contribute to the effective perception of English idioms and consequently to develop foreign language skills leads ESL teachers to create productive and energy-saving lessons for their learners. Obviously, **a key challenge for any ESL teacher, whether experienced or [a recent graduate](#), is to keep students engaged, and one of the best ways to do this is to incorporate some classroom games or activities to make learning more fun and exciting! Games also make great rewards for students who do well in class, or as a 'treat' if the class focuses on their core work during the body of the lesson. Moreover,** the way of teaching phraseological units with component expressing „currency“ through such activities has proved to be rather effective since idioms, being “culturally bound” elements of the vocabulary.

And now let's look through these above mentioned activities for students that can use any ESL teacher in a teaching process.

“Picture card” – Teacher provides small picture cards to explain the idiomatic expression or phraseological unit that carry the definition “currency”. This works best if you show an image that humorously illustrates the literal meaning of the phraseological units. It will make students laugh, but also help them understand or guess what a phrase means. Idioms are full of colorful imagery, perfect for a flashcard or photo. Show the picture to your students and explain the meaning and usage of this very idiom. To make it more clear, a picture card that demonstrates a comic illustration and under the picture the full written form of phraseological unit.

For example: “Penny pincher” - The idiom *penny pincher* refers to someone who is overly conscious about money, even very small amounts of money. A picture with a small amusing penny that shows this idiomatic expression.

“Take turns” – it is a type of activity that creates a competition. Teacher divides students into two groups and by taking turns one by one from each group students tell one idiom in English and the other group member tells equivalent of that very idiomatic expression in Russian or Uzbek language or the definition of it. It helps learners to remember the definitions and the meanings of phrases.

For example: “Money talks” – *Og'zi qiyshiq bo'lsa ham boyning o'g'li gapirsin*; “Money does not grow on tree” – *Pul daraxtda o'smaydi*”.

“Role-play” – as we know this kind of activities are considered as speaking activities in the teaching process and exactly cover the objective of the teacher. Teacher can use here small dialogues that consist of 3 or 4 students and here students should use the phraseological units about money which were explained beforehand.

“Guess the meaning” – it is a type of reading activity. Teacher provides any impressive paragraph or reading passage that carries phraseological units with money units and asks students to read loudly one after another and guess the meaning of the read phraseologism through the context with the help of supporting ideas or sentences.

For example: “Mrs Smith is our next-door neighbor. She was born with a silver spoon in her mouth. By the time she was born, her parents were already self-made millionaires. They had their own family business.”

“Fill the gaps” – this type of activity is vocabulary and writing activity. Teacher provides handouts where students fill the phraseological units that they learnt by remembering the parts of them or the words that contain. It helps learners to commemorate learnt material and improves remembering skills.

For example: “Money is _____” - the desire to obtain and amass it, is the ultimate reason humans do *evil* things to one another.

“Testing” – of course one of the popular and more traditional type of activity is doing tests. It is beneficial for strengthening the knowledge. Teacher provides several tests with options, it also helps to think deeply while choosing an appropriate answer to the question by comparing all options of the test.

For example: Choose the definition to the following proverb.

“A fool and his money are soon aparted”

a foolish person spends money too quickly on unimportant things.

wealth gives power and influence to those who possess it

greed is the cause of a particular problem or the cause of society's problems in general

Money is essential: it's what makes things happen

Taking all above mentioned into consideration we can come to conclusion that such activities are able to facilitate the understanding of language units under study, to use analytical skills of students as much as possible, to mobilize their internal resources, to increase the interest to the lessons. Since learning a foreign language requires both students and teachers to be creative, energetic and of course much more enthusiastic the latter should be motivated to apply various modern techniques of teaching English phraseology with component expressing currency units (including idioms, proverbs and sayings). It should be both effective and enjoyable at the same time. Students learn best when they are interested in this or that process of teaching.

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