

CONTEMPORARY PROBLEMS OF STUDYING PHRASEOLOGICAL UNITS IN THE ENGLISH AND UZBEK LANGUAGES

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Abstract

In linguistics, phraseological units play a very essential role in expressing words and utterances. As each language has its unique linguistic system, disciplines and speaking attitudes, phraseological units of one language might be utterly distant from other language's. In most cases, several linguists or learners find it challenging to understand characteristics of phraseological units which can vary greatly within a language or even within different dialects of the same language. This results in difficulties to know which units to study and which ones are most commonly used in a particular context. Considering problems like these, this paper aims to illustrate types of issues human beings may encounter with while studying phraseological expressions and introduces some ways to deal with this concern in order to comprehend their idiomatic nature concerning with national-cultural identities.

Keywords: phraseological unit, terminology, content, cultural identities, idiomatic nature, translation.

Introduction

Phraseology is the study of fixed or set linguistic expressions, such as idioms, phrasal verbs, and other kinds of multi-word lexical units, in which the component parts of the expression take on a meaning that is more specific than, or otherwise unpredictable from the sum of their meanings when used independently. As being defined by prof. A. V. Koonin : "a phraseological unit as a stable word group with wholly or partially transferred meaning". Studying phraseological units in any language presents its own set of challenges, and both English and Uzbek languages have their own unique characteristics and multifaceted issues. Here are some contemporary problems that researchers and learners may encounter when studying phraseological units in English and Uzbek:

English Language:

1. Richness and Variability: The English language has a vast number of phraseological units due to its historical development, borrowing from other languages, and its global influence. This richness and variability can make it challenging to identify and classify phraseological units accurately (*dark horse* - *otning qashqasiday* , *as sick as a parrot*- *a disappointed individual*, *to buy a pig in a poke* - *to risk buying something not looking inside it*).
2. Idiomatic Nature: English phraseological units often have an idiomatic nature, meaning that their meaning cannot be deduced from the individual words that make up the unit. Prof. A. V.



Koonin identifies idiomaticity with the presence of full or partial transference of phraseological meaning which contributes to idiomaticity. This can pose difficulties for non-native speakers who are not familiar with the cultural and contextual nuances associated with these expressions. For example: **cat nap**- *a short sleep (most old people have a cat nap during a day)*, **dog and pony show**- *the demonstration of something aimed to find out beneficial customers in order to sell one of the items*, **chicken feed** - *is a very small amount of money*.

3. Cultural Specificity: Many English phraseological units are deeply rooted in English-speaking cultures, history, and literature. Understanding these cultural references is essential for comprehending and using phraseological units correctly. All the subtleties of a nation's culture are reflected in its language, which is specific and unique, as it captures the world and the person in it in different ways (L.Y.Buyanov, 1998). This can be particularly challenging for non-native English speakers who may not be familiar with the cultural background. In other words, it can be stated with cultural differences: English and Uzbek languages have different linguistic and cultural backgrounds, which can make it challenging to translate certain linguistic terms accurately. For example, certain cultural concepts may not have direct equivalents in the other language, making it difficult to convey the precise meaning of a term (*go like lightning* - *oyog'ini qo'liga olib*).

Uzbek Language:

1. Limited Research: Compared to English, there is relatively limited research available on Uzbek phraseological units. This scarcity of reliable sources and studies makes it difficult for researchers and learners to access comprehensive and accurate information about Uzbek phraseology.

2. Lexical Diversity: Uzbek phraseological units often rely on a wide range of lexical resources, including archaic words, regional dialects, and borrowings from other languages. This diversity can make it challenging to identify and understand phraseological units, especially for learners who are not exposed to these lexical variations (*o'pkasini qo'litiqlagan, dami ichiga tushgan, tepa sochi tikka bo'ldi*).

3. Socio-linguistic Variation: Uzbek is spoken in different regions and communities, and phraseological units can vary across these socio-linguistic contexts. The usage and meaning of phraseological units may differ in different dialects or social groups, which can complicate their study and understanding (*kuni bitibdi, olamdan o'tibdi, to'ng'iz qopdi*- *these phraseological units mean "to die"*).

Additionally, the lack of standardized terminology, cultural differences, limited resources, and the rapidly changing nature of language are some of the contemporary problems of studying linguistic terms in English and Uzbek languages. These challenges can make it difficult for students to comprehend and memorize linguistic terms, lead to confusion and misunderstandings, hinder access to reliable sources, and make it challenging to keep up with the latest terminology. To address these problems, it is important to teach phraseological units in their proper context to enrich students' vocabulary and improve communication. Teachers should focus on phrasal elements instead of individual words and avoid mechanical vocabulary learning. The comprehension and acquisition of different categories of phraseology such as collocations, proverbs, idioms, and social routine formulae differ, and their knowledge provides students with relevant cultural parameters. In addition, toponymic component



phraseologies play a significant role in language and culture by combining extralinguistic factors such as social, economic, historical, geographical, and spiritual. Therefore, it is essential to perform a comparative study of the theoretical aspects of semantic-stylistic and linguistic-cultural features of phraseological units with onomastic components.

In both English and Uzbek, studying phraseological units requires a deep understanding of the language, its cultural context, and usage patterns. It is crucial to consult reliable sources, such as specialized dictionaries and linguistic studies, to overcome these contemporary problems and gain a comprehensive understanding of phraseological units in each language.

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