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## LANGUAGE-CULTURAL ASPECTS OF TEACHING ENGLISH PHRASEOLOGY USING EXAMPLES FROM UZBEK AND ENGLISH

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### ABSTRACT

The following essay seeks to illustrate certain aspects of phraseological unit teaching as linguocultureme. Linguocultureme is first defined in the article. English phraseological units are categorized by it. Additionally, it examines many facets of how these courses are taught and encourages the use of phraseological dictionary.

### KEYWORDS

Phraseological units, teaching, fixed word groups, word equivalents, set expressions, set phrases, cultural linguistics.

### INTRODUCTION

As the worldview shifted from structuralism to anthropocentrism, new fields emerged. They are gender linguistics, sociolinguistics, cognitive linguistics, and linguocultureology. One of these contemporary linguistic trends is cultural linguistics. According to Yu.S. Stepanov, "language in the human and the human in language" are the subjects of linguistics as a science [Stepanov, 2004]. The scholarly

writings of authors like Ashurova and Galieva in Uzbekistan have made significant advancements in this field. Within the confines of the anthropocentric paradigm, they have looked into language and the teaching of language. concentrating on the investigation of connections between language and culture, language and psychology, and language and society. When teaching content or a language,

phraseological units are one linguocultureme that should be carefully considered.

## MAIN PART

A phraseological unit is essentially a group of words, either simple or compound words, that display a specific degree of fixation or are isolated words from the language. Words with a particular valence are referred to as phraseological units. Although phraseological units can be divided structurally, they are somewhat semantically indivisible. Phraseological units are word combinations that have been slightly transformed. In the 1940s and 1950s, phraseology emerged as a separate science. Ch. Bally, A.A. Potebnya, B. de Courtenay, A.A. Shakhmatov, N.M. Shanskiy, and O. Jespersen laid the theoretical groundwork for the semantic and functional study of phraseological units within the context of lexicology. The phraseological units were examined by linguists. They also gave their own opinions in terms teaching them. On the other hand, the word set expression is clearer and self-explanatory because the first part highlights the most crucial aspect of these units, namely, their stability, their fixedness, and their ready-made nature. The term "expression" is appropriate for our needs because it is a general phrase that encompasses words, groups of words, and sentences. Ups and downs as well as it's a horse of a different color are examples of expressions. The current article study has shed light on the current situation,

tendencies, trends, and methods for defining the idea of ESP with its fundamental components. The results of this study support earlier studies on ESP teaching and learning and offer a thorough analysis of ESP as a concept within an arrow of linguistic and methodological concerns. As a result, they give educators in the area of concern perspectives that will help create an environment that is conducive to ESP teaching and learning. An expression with a fixed meaning, such as "raining cats and dogs," or the only instance of a word, like "amends" in the phrase "make amends." A phrase or expression is considered to be an idiom if it usually has a metaphorical, non-literal meaning connected to it. However, some phrases keep their literal meaning while developing into figurative idioms. An idiom's use is classified as formulaic language. All academics concur that phraseological units are word-groups that "are not created in speech but introduced into the act of communication ready-made" (Arnold, 1973, p. 142). This is true despite the variances in terminology and methodologies. The same conclusion was reached by M.I. Michelson, Sh. Bally, S.I. Abakumov, V.V. Vinogradov, B.A. Larin, and A.I. Smirnitsky, A.A. Amosova, and A.V. Kunin. Here are a few examples: "to kick the bucket," "Greek gift," "drink till all's blue," "drunk as a fiddler" (also known as "drunk as a lord, as a boiled owl"), and "as crazy as a hatter (also known as "a march hare"). The analogous phraseological structures between English and Uzbek will now be analyzed. Phraseological units

are seen as particular language units that represent cultural stereotypes, etalons, and archetypes by having cultural information "woven" into their semantics or connotations. Several factors need to be taken into account while attempting to teach phraseological units. They ought to look at the etymologies of these units, the development of their meanings, linguocultural issues, pragmatic considerations, gender issues, cultural symbols and stereotypes, archetypes and etalons, cultural codes, and cultural values. Due to the teacher's background knowledge of these statistics, cross-cultural complete. The interpretation of phraseological units' associative and illustrative bases should take into account both national and cultural preconceptions. Teachers should organize phraseological units within one theme group, such as promise or love, or they can separate components such as anthroponymy, troponyms, color words, and floronyms. Motherland, kinship, partnerships, friendship, the natural world, and people. Specialized phraseological dictionaries with cultural commentary are available. The potential of phraseological units to reflect the national mentality and the system of cultural values of the people who speak this language, according to V.N. Telia, defines them as linguistic representations of cultural occurrences. As a result, they can be an effective tool for raising students' proficiency in cross-cultural communication. Therefore, phraseological units typically reflect the evaluative perspective of the

human on the outside environment. In other words, phraseology is seen as a collection of useful information about a people's culture and mentality, as well as its myths, rituals, habits, and behavior. Thus, phraseological units make up a significant component of the conceptual world picture that is both culture-relevant and evaluative. Mass media is another method for teaching phraseological units. By doing this, authentic sources have been mentioned. In order to effectively organize numerous activities that contribute to the successful perception of English idioms and, as a result, to the development of foreign language competence, TV advertisements have proven to be both time-saving and inspiring (Khalitova, L., Gimaletdinova, G. 2014).

### CONCLUSION

A key factor in helping students develop their vocabulary and lingua-cultural competency is teaching phraseology in foreign teaching languages. The main reason for this is because phraseological units capture the cultural outlook of a nation or a country. Different approaches to teaching fixed word groupings, fixed expressions, phrasal verbs, and idioms have been debated and examined.

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