

**“The main peculiarities of phraseological units denoting human beings’
character in english and uzbek”**

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INTRODUCTION

The qualification paper is devoted to the study of the phrase logical units, which is one of the most interesting issues of lexicology and modern English.

“Our generation should be wiser, more intelligent, smarter and, furthermore, happier than us”.

(I.A. Karimov)

To my mind every member of our nation should bring up his children as they are not only his children, but drawing attention that they are the continuation of moral life of our nation. By the way, to bring up such kind of perfect generation relies on the skillful and experienced teachers as such kind of teachers are the conscience of the society.

The subject matter of the qualification paper is to study phrase logical units both in English and in Uzbek denoting personal characteristics and define the syntactical features of them.

The actuality of the qualification paper is defined stimulated by those linguistic factors which have great influence on lexicology. On one hand by the profound interest to the definitions and functions of phrase logic units, and on the other hand by the obsess of widely analysis of idioms.

The novelty of the qualification paper is defined by concrete results of the investigation. Special emphasis is laid on various types of translating the phraseological units from English into Uzbek by the exact equivalents of them.

The main aim of the qualification paper is to define syntactical features of phraseological units.

The following tasks were put forward to accomplish:

- To study phraseological units as a part of speech;
- To study the classification of phraseological units;

- To study phraseological units denoting personal characteristics in English and Uzbek;
- To define the syntactical features of phraseological units.

The theoretical value of the qualification paper is that the theoretical positions of the work can be used in conducting lessons and delivering lectures on Lexicology, Phraseology, and Translation.

The practical value of the qualification paper is that illustrated lessons and the seminars on Lexicology and Translation can be approached to the research work.

The work consists of introduction, body including three chapters, summary and bibliography. Introduction gives brief information about the plot of the work and its structure.

Chapter I is devoted to the main notions of culturology. And it deals with the main notions of phraseology and the classification of phraseological units.

Chapter II is devoted to the classification of the anthropocentric phraseological units.

The 1st subtitle of the chapter is deals with the classification of the anthropocentric units in English and the anthropocentric phraseological units denoting positive and negative characters.

The 2nd subtitle is devoted to the classification of anthropocentric phraseological units in Uzbek.

The 3rd subtitle devoted to the analysis of national cultural specificity in English and Uzbek.

The 4th subtitle named as “The syntactical features of phraseological units denoting human beings characters” and it deals with the comparative study of the common syntactical features of phraseological units both in Uzbek and English.

Chapter III deals with the methods and ways of applying phraseological units in teaching process.

Summary deals with the theoretical practical results of the work.

Bibliography deals with the list of literatures used while carrying out the research work.

Chapter I. The characteristics of culturology

1.1Linguoculturology as a subject

“In the process of learning, the union of language and information relating ”to the national culture is called linguo-cultural' teaching.¹

Linguistics takes the leading methodological positions in the system of human knowledge. Any language can be regarded as the way of penetrating into the present-day mentality of the nation as well as into the view of ancient people about the world, society and themselves.

The problem of the interrelation and interconnection of language, culture, ethnos and morals needs interdisciplinary attitude – from philosophy and sociology to ethnolinguistics and linguo-culturology.

Linguo-culturological science is a science which has emerged as the junction between linguistics and culturology engaged in research of manifestations of cultures which had displayed and established themselves in their languages.

As a special branch of science, linguo-culturology emerged in the 1990s. Linguo-culturology of the Erzya and Moksha subethnos is still beyond the attention of researchers. Some of its aspects can be found in the articles written by M. V. Mosin, D. V. Tsygankin, O. E. Polyakov, I. K. Ingevatov, R. S. Shirmankina, N. A. Kulakova, N. V. Kazeeva, the ethnographer N. F. Mokshin and others. I have compiled an Erzya-Moksha-Russian dictionary of ethic terminology. This is the first attempt in this direction. As sources I have used H. Paasonen's *Mordwinische Volksdichtung* , the Moksha–Russian dictionary , the Erzya–Russian dictionary, the Moksha–Russian phrase-book (MRPHB, 1998), the Erzya–Russian phrase-book , etc.

Since culture has a mytharchaetypical origin, we shall try to trace back language symbols in the semantic evolution of Finno-Ugric and other languages using an etymological analysis. Solving this task requires an accurate comparison of the forms of the words with their conceptual research within a certain cultural paradigm. Such an all-embracing analysis allows to understand the word in its integral unity.

There are no words expressing “morals” and “morality” in the Moksha and Erzya language. Quite often they use the word *koj* (meaning ‘tradition, custom, habit’), which is given in many dictionaries, e.g. *Ovtos'kak es' kojsenze mazyj* (proverb) ‘The bear considers that he is also handsome’, *Mon a sodysyn' tirin' tetyam kojenze* ‘I don't know your father's customs’.

As to the religiomythological notions, the first were those of good and evil: Erzya and Moksha *paro, para* ‘good’; Komi *bur* ‘kind, good’; Udmurt *bur* ‘well, good’; Mari *poro* ‘good, well’; proto-Permian *para* ‘good’; Saamic *buorre* ‘good’

Pagans believed in magic forces. They associated them with tree, grass, fire, water and the sky. That magic force could cure as well as spoil.

Language is a storehouse of ancient cultures and peoples' history. It changes and evolves along with the material and spiritual culture. It reflects all the fluctuations and peculiarities of manners, customs, religions and ways of thinking. It reflects various pictures of the world characterizing different peoples throughout their history, which gives them infinite possibilities to form and develop language forms and meanings

1.2 The main notions of phraseology

The term «lexicology» is of Greek origin / from «lexis» - «word» and «logos» - «science» . Lexicology is the part of linguistics which deals with the vocabulary and characteristic features of words and word-groups.

The term «vocabulary» is used to denote the system of words and word-groups that the language possesses.¹

The term «word» denotes the main lexical unit of a language resulting from the association of a group of sounds with a meaning. This unit is used in grammatical functions characteristic of it. It is the smallest unit of a language which can stand alone as a complete utterance.

¹Антрушина Г. Б., Афанасьева О. В., Морозова Н. Н.А72 Лексикология английского языка: Учеб. пособие для студентов.

The term «word-group» denotes a group of words which exists in the language as a ready-made unit, has the unity of meaning, the unity of syntactical function, e.g. the word-group «as loose as a goose» means «clumsy» and is used in a sentence as a predicative / He is as loose as a goose/.

Lexicology can study the development of the vocabulary, the origin of words and word-groups, their semantic relations and the development of their sound form and meaning. In this case it is called historical lexicology.

Another branch of lexicology is called descriptive and studies the vocabulary at a definite stage of its development.

The article is devoted to the analysis of specific cultural features contained in phraseological units. Culturally specific information can be observed in the overall idiomatic meaning, in the meanings of lexical components making up an idiom and in the prototypical basis of an idiom. The author emphasizes the gradual character of the cultural change in the semantic structure of phraseological units.

Phraseology is the branch of lexicology which studies phraseological units and idioms. An idiom is the phrase which means something different from the meaning of the separate words that are a part of it. Usually it cannot be understood by the literal interpretation of the words that make up the expression. Used together, the words convey a meaning that is often unrelated to the individual words in the idiom. Some idioms have become so well worn that they are also clichés: overused or commonplace expressions. Some idioms are slang they may be used to create an effect such as shock, irreverence or exaggeration.

The idioms included in the research work have been selected because they occur frequently in native speech or reading material used by both English and Uzbek language learners. Many of them are not found in standard dictionaries. Approximately 50 idioms are defined in this work, and this is only a small selection, from the thousands of idioms that exist in English and Uzbek. Occasionally an idiom has more than one meaning.

The vocabulary of a language is enriched not only by words but also by phraseological units. Phraseological units are word-groups that cannot be made in the process of speech they exist in the language as ready-made units. They are compiled in special dictionaries. The same as words phraseological units express a single notion and are used in a sentence as one part of it. American and British lexicographers call such units «idioms». We can mention such dictionaries as: L.Smith «Words and Idioms», V.Collins «A Book of English Idioms» etc. In these dictionaries we can find words, peculiar in their semantics (idiomatic), side by side with word-groups and sentences. In these dictionaries they are arranged, as a rule, into different semantic groups.

The chapter also considers the implications of a discourse-based approach to phraseological units in teaching and learning. The exploration of the discourse potential of phraseological units is of immediate relevance to the studies of language and literature as an area of applied stylistics. Teaching stylistic use helps to disclose the cognitive processes of the mind in creative thinking. It can lead to significant gains in stylistic awareness which involves a conscious perception and understanding of: significant changes in the base form and meaning of the phraseological unit, associative links and their networks, stylistic cohesive ties in the text and the creation of a new meaning in discourse.

Phraseological unit base form, core use, instantial stylistic use, pattern, stylistic awareness, applied stylistics.

Phraseological units can be classified according to the ways

- they are formed,
- according to the degree of the motivation of their meaning,
- according to their structure and
- according to their part-of-speech meaning.

A.V. Koonin classified phraseological units according to the way they are formed. He pointed out primary and secondary ways of forming phraseological units.

Primary ways of forming phraseological units are those when a unit is formed on the basis of a free word-group :

a) Most productive in Modern English is the formation of phraseological units by means of transferring the meaning of terminological word-groups, e.g. in cosmic technique we can point out the following phrases: «launching pad» in its terminological meaning is «стартовая площадка» , in its transferred meaning - «отправной пункт», «to link up» - «стыковаться»,

стыковать космические корабли» in its transferred meaning it means - «знакомиться»;

b) a large group of phraseological units was formed from free word groups by transforming their meaning, e.g. «granny farm» - «пансионат для престарелых», «Trojan horse» - «компьютерная программа, преднамеренно составленная для повреждения компьютера»;

c) phraseological units can be formed by means of alliteration , e.g. «a sad sack» - «несчастный случай», «culture vulture» - «человек, интересующийся искусством», «fudge and nudge» - «уклончивость».

d) they can be formed by means of expressiveness, especially it is characteristic for forming interjections, e.g. «My aunt!», «Hear, hear !» etc

e) they can be formed by means of distorting a word group, e.g. «odds and ends» was formed from «odd ends»,

f) they can be formed by using archaisms, e.g. «in brown study» means «in gloomy meditation» where both components preserve their archaic meanings,

g) they can be formed by using a sentence in a different sphere of life, e.g. «that cock won't fight» can be used as a free word-group when it is used in sports (cock fighting), it becomes a phraseological unit when it is used in everyday life, because it is used metaphorically,

h) they can be formed when we use some unreal image, e.g. «to have butterflies in the stomach» - «испытывать волнение», «to have green fingers» -

»преуспевать как садовод-любитель» etc.

i) they can be formed by using expressions of writers or politicians in everyday life, e.g. «corridors of power» (Snow), «American dream» (Alby) «locust years» (Churchill) , «the winds of change» (Mc Millan).

Secondary ways of forming phraseological units are those when a phraseological unit is formed on the basis of another phraseological unit; they are:

a) conversion, e.g. «to vote with one's feet» was converted into «vote with one's feet»;

b) changing the grammar form, e.g. «Make hay while the sun shines» is transferred into a verbal phrase - «to make hay while the sun shines»;

c) analogy, e.g. «Curiosity killed the cat» was transferred into «Care killed the cat»;

d) contrast, e.g. «cold surgery» - «a planned before operation» was formed by contrasting it with «acute surgery», «thin cat» - «a poor person» was formed by contrasting it with «fat cat»;

e) shortening of proverbs or sayings e.g. from the proverb «You can't make a silk purse out of a sow's ear» by means of clipping the middle of it the phraseological unit «to make a sow's ear» was formed with the meaning «ошибаться».

f) borrowing phraseological units from other languages, either as translation loans, e.g. «living space» (German), «to take the bull by the horns» (Latin) or by means of phonetic borrowings «meche blanche» (French), «corpse d'elite» (French), «sotto voce» (Italian) etc.

Phonetic borrowings among phraseological units refer to the bookish style and are not used very often.

Phraseological units can be classified according to the degree of motivation of their meaning. This classification was suggested by acad. V.V. Vinogradov for Russian phraseological units. He pointed out three types of phraseological units:

- a) fusions where the degree of motivation is very low, we cannot guess the meaning of the whole from the meanings of its components, they are highly idiomatic and cannot be translated word for word into other languages, e.g. on Shank's mare - (on foot), at sixes and sevens - (in a mess) etc;
- b) unities where the meaning of the whole can be guessed from the meanings of its components, but it is transferred (metaphorical or metonymical), e.g. to play the first fiddle (to be a leader in something), old salt (experienced sailor) etc;
- c) collocations where words are combined in their original meaning but their combinations are different in different languages, e.g. cash and carry - (self-service shop), in a big way (in great degree) etc.

Prof. A.I. Smirnitsky worked out structural classification of phraseological units, comparing them with words. He points out one-top units which he compares with derived words because derived words have only one root morpheme. He points out two-top units which he compares with compound words because in compound words we usually have two root morphemes².

Among one-top units he points out three structural types;

- a) units of the type «to give up» (verb + postposition type), e.g. to art up, to back up, to drop out, to nose out, to buy into, to sandwich in etc.;
- b) units of the type «to be tired» . Some of these units remind the Passive Voice in their structure but they have different prepositons with them, while in the Passive Voice we can have only prepositions «by» or «with», e.g. to be tired of, to be interested in, to be surprised at etc. There are also units in this type which remind free word-groups of the type «to be young», e.g. to be akin to, to be aware of etc. The difference between them is that the adjective «young» can be used as an attribute and as a predicative in a sentence, while the nominal component in such units can act only as a predicative. In these units the verb is the grammar centre and the second component is the semantic centre;

². MCCARTHY, M.; CARTER, R., "Language as Discourse" Perspectives for Language Teaching, London and New York, Longman [1994].

c) prepositional- nominal phraseological units. These units are equivalents of unchangeable words: prepositions, conjunctions, adverbs , that is why they have no grammar centre, their semantic centre is the nominal part, e.g. on the doorstep (quite near), on the nose (exactly), in the course of, on the stroke of, in time, on the point of etc. In the course of time such units can become words, e.g. tomorrow, instead etc.

Among two-top units A.I. Smirnitsky points out the following structural types:

a) attributive-nominal such as: a month of Sundays, grey matter, a millstone round one's neck and many others. Units of this type are noun equivalents and can be partly or perfectly idiomatic. In partly idiomatic units (phrasisms) sometimes the first component is idiomatic, e.g. high road, in other cases the second component is idiomatic, e.g. first night. In many cases both components are idiomatic, e.g. red tape, blind alley, bed of nail, shot in the arm and many others.

b) verb-nominal phraseological units, e.g. to read between the lines , to speak BBC, to sweep under the carpet etc. The grammar centre of such units is the verb, the semantic centre in many cases is the nominal component, e.g. to fall in love. In some units the verb is both the grammar and the semantic centre, e.g. not to know the ropes. These units can be perfectly idiomatic as well, e.g. to burn one's boats, to vote with one's feet, to take to the cleaners' etc.

Very close to such units are word-groups of the type to have a glance, to have a smoke. These units are not idiomatic and are treated in grammar as a special syntactical combination, a kind of aspect.

c) phraseological repetitions, such as : now or never, part and parcel , country and western etc. Such units can be built on antonyms, e.g. ups and downs , back and forth; often they are formed by means of alliteration, e.g cakes and ale, as busy as a bee. Components in repetitions are joined by means of conjunctions. These units are equivalents of adverbs or adjectives and have no grammar centre. They can also be partly or perfectly idiomatic, e.g. cool as a cucumber (partly), bread and butter (perfectly).

Phraseological units the same as compound words can have more than two tops (stems in compound words), e.g. to take a back seat, a peg to hang a thing on, lock, stock and barrel, to be a shadow of one's own self, at one's own sweet will.

In order to know the idioms well and understand their meaning clearly we should have imagination about the collocation. So what is collocation itself? Why do we say “to do your homework” and not “to make your homework?” and why do we go somewhere “by car” or “by train” but “on foot”? The reason is “collocation”. Collocation means the way that words form predictable relationship with other words. Knowing the “meaning” of a word is not only knowing its dictionary definition but also knowing the kind of words with which it is often associated.

We say, for example, “take a look” and “have a look”, but not “make a look” or “get a look”. There is no reason or rule that tells us why we use some words with “look” but not others. Looking up the meaning of **take** or **have** in the dictionary won't help us find the answer. Collocations, either fixed or more flexible, are the result of many years of habitual use by fluent speakers of the language.

Collocations are important because:

- it makes speech sound natural and alive
- it provides “chunks” of English that are ready to use
- it saves us a lot of time and effort when we are trying to express ourselves.

Many idioms in English are examples of strong collocations. There is very little, if any, room for changing the words that make up expressions such as the following:

- under the weather
- lose face
- spill the beans

Sometimes we can guess the meaning of an idiom if we understand all the individual words that it is formed from. But in many cases, this is not possible. For example, it is difficult to see why “spill the beans” should mean “to give away secret information”. The words and grammar that make up these idioms are almost

impossible to change, without changing the meaning. We can't say "on top of the weather" (but we can say "on top of the world"). We can't say "find face" or "lose faces" (but we can say "save faces") and "spill the peas" is not an idiomatic expression. A small error in the use of these fixed collocations makes a big difference to their meaning- and will often make them meaningless.³

I hope that readers and listeners will enjoy using these idioms and they will learn to understand and use many idioms in Uzbek and in English. If everyone *keeps an open mind, play his cards right* their proficiency in English will soon be *something to crow about* .

³Michael Rundell "Macmillan essential dictionary" A&C black publishers LTD 2005 pp-494-495

Chapter II The classification of the anthropocentric phraseological units

2.1 The classification of anthropocentric phraseological units in English

Phraseological combinations are not equivalents of words. Though the components of phraseological combinations are limited in their combinative power, that is, they can be combined only with certain words and cannot be combined with any other words, they preserve not only their meaning, but all their structural forms.

The suggested thesis is the first attempt of complex analysis of the phraseological meaning anthropocentrism. Unlike other researchers, who consider anthropocentrism as the functional direction of meaning, here it is dealt with as the way of language interpretation reflected in the phraseological meaning.

In Prof. A. Smirnitsky's opinion traditional combinations are not phraseological units, as he considers only those word combinations to be phraseological units which are equivalents of words. In phraseological unities the meaning of the whole can be guessed from the meanings of its components, but it is transferred (metaphorical or metonymical), e.g.

to play the first fiddle (to be a leader in something),

old salt (experienced sailor) etc. The meaning of the whole word combination is not the sum of the meanings of its components, but it is based on them and the meaning of the whole can be inferred from the image that underlies the whole expression, e.g. *to get on one's nerves*, *to cut smb short*, *to show one's teeth*, *to*

be at daggers drawn.

Phraseological unities are often synonyms of words,

e.g. *to make a clean breast of* = *to confess*; *to get on one's nerves* = *to irritate*.

Phraseological unities are equivalents of words as

1) only one of components of a phraseological unity has structural forms,

e.g. to play (played, is playing, etc.)

the first fiddle (but not played the first fiddles);

to turn (turned, will turn, etc.)

a new leaf (but not to turn newer leaf or new leaves);⁴

2) the whole unity and not its components are partsof the sentence in syntactical analysis, e.g. in the sentence

He took the bull by the horns

(attacked a problem boldly) there are only two parts:

he – the subject, andtook the bull by the horns -the predicate.

In phraseological fusions the degree of motivation is very low, we cannot guess themeaning of the whole from the meanings of its components, they are highly idiomatic andcannot be translated word for word into other languages, e.g..*to pull one's leg (to deceive); at sixes and sevens(in confusion);*

a mare's nest (a discovery which turns outto be false or worthless);

to show the white feather (to show cowardice);

to ride the high horse(to put on airs)⁵.

Phraseological fusions are the most idiomatic of all the kinds of phraseological units.Phraseological fusions are equivalents of words: fusions as well as unities form asyntactical whole in analysis.

Prof. A.I.Smirnitsky worked out structural classification of phraseological

⁴. Shelley Vance Laflin "Something to crow about" printed august, 1996 US information agency Washington D.C.

⁵, V.Collins «A Book of English Idioms», pp 24-26

units, comparing them with words. He points out one-top units which he compares with derived words because derived words have only one root morpheme. He points out two-top units which he compares with compound words because in compound words we usually have two root morphemes.

Among one-top units he points out three structural types;

a) units of the type «to give up» (verb + postposition type), e.g. to art up, to back up, to drop out, to nose out, to buy into, to sandwich in etc.;

b) units of the type «to be tired» . Some of these units remind the Passive Voice in their structure but they have different prepositions with them, while in the Passive Voice we can have only prepositions «by» or «with», e.g. to be tired of, to be interested in, to be surprised at etc. There are also units in this type which remind free word-groups of the type «to be young», e.g. to be akin to, to be aware of etc. The difference between them is that the adjective «young» can be used as an attribute and as a predicative in a sentence while the nominal component in such units can act only as a predicative. In these units the verb is the grammar centre and the second component is the semantic centre;

c) prepositional - nominal phraseological units. These units are equivalents of unchangeable words: prepositions, conjunctions, adverbs , that is why they have no grammar centre, their semantic centre is the nominal part, e.g. on the doorstep (quite near), on the nose (exactly), in the course of, on the stroke of, in time, on the point of etc. In the course of time such units can become words, e.g. tomorrow, instead etc.

Among two-top units A.I. Smirnitsky points out the following structural types:

a) attributive-nominal such as: a month of Sundays, grey matter, a millstone round one's neck and many others. Units of this type are noun equivalents and can be

partly or perfectly idiomatic. In partly idiomatic units (phrasisms) sometimes the first component is idiomatic, e.g. *high road*, in other cases the second component is idiomatic, e.g. *first night*. In many cases both components are idiomatic, e.g. *red tape*, *blind alley*, *bed of nail*, *shot in the arm* and many others.

b) verb-nominal phraseological units, e.g. *to read between the lines*, *to speak BBC*, *to sweep under the carpet* etc. The grammar centre of such units is the verb, the semantic centre in many cases is the nominal component, e.g. *to fall in love*. In some units the verb is both the grammar and the semantic centre, e.g. *not to know the ropes*. These units can be perfectly idiomatic as well, e.g. *to burn one's boats*, *to vote with one's feet*, *to take to the cleaners* etc. Very close to such units are word-groups of the type *to have a glance*, *to have a smoke*. These units are not idiomatic and are treated in grammar as a special syntactical combination, a kind of aspect.

c) phraseological repetitions, such as: *now or never*, *part and parcel*, *country and western* etc. Such units can be built on antonyms, e.g. *ups and downs*, *back and forth*; often they are formed by means of alliteration, e.g. *as busy as a bee*. Components in repetitions are joined by means of conjunctions. These units are equivalents of adverbs or adjectives and have no grammar centre. They can also be partly or perfectly idiomatic, e.g. *cool as a cucumber* (partly), *bread and butter* (perfectly).

Phraseological units the same as compound words can have more than two parts (stems in compound words),

e.g. *to take a back seat*,

a peg to hang a thing on,

lock, stock and barrel,

to be a shadow of one's own self,

at one's own sweet will.

Phraseological units can be classified as parts of speech (syntactical classification). This classification was suggested by I.V. Arnold. Here we have the following groups:

a) noun phraseologisms denoting an object, a person, a living being,

e.g. *bullet train, latchkey child, redbrick university, Green Berets.*

b) verb phraseologisms denoting an action, a state, a feeling,

e.g. *to break the log-jam,*

to get on somebody's coattails, to be on the beam, to nose out, to make headlines.

c) adjective phraseologisms denoting a quality,

e.g. *loose as a goose, dull as lead.*

d) adverb phraseological units, such as:

with a bump,

in the soup,

like a dream,

like a dog with two tails.

e) preposition phraseological units,

e.g. *in the course of, on the stroke of*

f) interjection phraseological units,

e.g. *«Catch me!», «Well, I never!» etc.*

In I.V. Arnold's classification there are also sentence equivalents, proverbs, sayings and quotations, e.g. *«The sky is the limit», «What makes him tick», »« I am easy». Proverbs are usually metaphorical, e.g. «Too many cooks spoil the broth»,*

while sayings are as a rule non-metaphorical, e.g. «Where there is a will there is a way». I. Set expressions functioning like nouns (noun phraseologisms):

N+N:

maiden name 'the surname of a woman before she was married';

brains trust

'a committee of experts' or 'a number of reputedly well – informed persons chosen to answer questions of general interest without preparation'.

N's + N:

e.g. *cat's paw*

'one who is used for the convenience of a cleverer and stronger

person' (the expression comes from a fable in which a monkey wanting to eat some chestnuts that were on a hot stove, but not wishing to burn himself while getting them, seized a cat and holding its paw in his own used it to knock the chestnuts to the ground);

e.g. *Hobson's choice*,

a set expression used when there is no choice at all, when a person has to take what is offered or nothing (Thomas Hobson, a 17th century London stableman, made every person hiring horses take the next in order).

N+prep+N:

the arm of the law.

N+A:

knight errant (the phrase is today applied to any chivalrous man ready to help and protect oppressed and helpless people).

N+and+N:

lord and master ‘husband’;

all the world and his wife ‘everybody’;

rank and file ‘the ordinary working members of an organization’ (the origin of this expression is military life, it denotes common soldiers);

ways and means ‘methods of overcoming difficulties’.

A+N:

green room ‘the general reception room of a theatre’ (it is said that formerly such rooms had their walls colored green to relieve the strain on the actors’ eyes after the stagelights);

high tea ‘an evening meal which combines meat or some similar extra dish with the usual tea’.

N+subordinate clause:

ships that pass in the night ‘chance acquaintances’.

II. Set expressions functioning like verbs:

V+N:

to take advantage

V+postpositive:

to give up

V+and +V:

to pick and choose

V+(one’s)+N+(prep):

to snap one's fingers at

V+one+N:

to give one the bird 'to fire smb'.

V+subordinate clause:

to see how the land lies 'to discover the state of affairs'.

III.Set expressions functioning like adjectives:

A+and +A:

high and mighty

as+A+as+N:

as old as the hills, as mad as a hatter

IV.Set expressions functioning like adverbs:

A big group containing many different types of units, some of them with a high frequency index, neutral in style and devoid of expressiveness, others expressive.

N+N:

tooth and nail

Prep+N:

by heart, of course

Adv+prep+A+N:

once in a blue moon

Prep+N+or+N:

by hook or by crook

Conj+clause:

before one can say Jack Robinson

V.Set expressions functioning like prepositions:

Prep+N+prep:

in consequence of

It should be noted that the type is often but not always characterized by the absence of the article e.g.

by reason of – on the ground of.

VI.Set expressions functioning like interjections.

These are often structured as imperative sentences:

Bless (one's soul)! God bless me!

Hang it (all)! Take your time!

There is one more type of combinations, also rigid and introduced into discourse ready-made but different from all the types given above in so far as it is impossible to find its equivalent among the parts of speech. These are formulas used as complete utterances and syntactically shaped like sentences, such as the well-known American maxim *Keep smiling!* or British *Keep Britain tidy*.

A.I. Smirnitsky was the first among Russian scholars who paid attention to sentences that can be treated as complete formulas, such as

How do you do? Or I beg your pardon; It takes all kinds to make the world; Can the leopard change his spots?

They differ from all the combinations so far discussed because they are not equivalent to words in distribution and are semantically analysable. The formulas discussed by N. N. Amosova are on the contrary semantically specific, e.g. s

ave your breath 'shut up' or tell it to the marines (one of the suggested origins is tell that to the horse marines; such a corps being non-existent, as marines are sea-going force, the last expression means 'tell it to someone who does not exist because real people will not believe it') very often such formulas, formally identical to

sentences, are in reality used only as insertions into other sentences:

the cap fits 'the statement is true' (e.g. "He called me a liar." - "Well, you should know if the cup fits.")

Butter would not melt in his mouth; His bark is worse than his bite.

And one more point: free word combinations can never be polysemantic, while there are polysemantic phraseological units,

e.g. *To be on the go*

1. to be busy and active

2. to be leaving

3. to be tipsy

4. to be near one's end

e.g. *have done with*

1. Make an end of

2. give up

3. reach the end of

Two types of synonymy are typical of phraseological units:

1. Synonymy of phraseological units that do not contain any synonymous words and are based on different images,

e.g. *To leave no stone unturned* = to move heaven and earth⁶

To haul down colors = to ground arms

In free word combinations synonymy is based on the synonymy of particular words (an old man = elderly man).

2. Phraseological units have word synonyms:

To make up one's mind = to decide

2.1.1 Anthropocentric phraseological units denoting negative characters

It has been concluded that in phraseology functional anthropocentrism predominates (phraseological units denote a human being). Anthropocentrism considered in this research, apart from functional anthropocentrism, appears in phraseological units, which denote such objective category as time.

Despite the lack of the subject in denotative meaning, it influences the profiling of phraseological concepts. Phraseological meaning is formed through the valuing and judgement of figures of scene which involves, apart from the objects, obligatory presence of subject. A model of phraseological meaning has been proposed in which subject of meaning is regarded as experiencer in perceptual situation and conceptualizer in cognitive structure. Subject, which perceives certain relation of the scene, is called the experiencer. Subject, which comprehends and generalizes the scene, coordinates it with cognitive intention, performs the function of conceptualizer. Heterogeneity and interaction of the function of experiencer and conceptualizer are shown. It has been concluded that the perceptual situation depends on cognitive intention. It has been shown how cognitive frame is

⁶. Shelley Vance Laflin "Something to crow about" printed august, 1996 US information agency Washington D.C. pp-101-102

projecting on perceptual frame and causes its transformation or how perceptual frame participates in cognitive script.

Apart from perceptual situation, cognitive structure and denotative meaning we distinguish a highlighting in the phraseological meaning structure. It feeds the meaning on Gestalt information, estimation, and emotionality; and determines typical context.

Negative idioms are expressions that are usually used in a negative situation or scenario. Having a negative connotation doesn't mean the expression is necessarily bad within itself but rather means that our brain has associated the expression with a non-happy situation.

Negative Idioms:

take it with a grain of salt - take something lightly, do not take it seriously.

I've caught him lying to me before so I take everything he says now with a grain of salt.

I don't know him from Adam - to have no idea who someone is. (comes from Adam & Eve in the bible, I think)

It has been so long since I've seen him, I do not recognize him. I wouldn't know him from Adam.⁷

"Isn't that your friend over there?" "I don't know him from Adam".

to screw you around - pull the wool over your eyes. stab you in the back. to con. to rip you off. to get burned on a deal. to get tricked, get bamboozled, get shysted

He would never betray you.

⁷. Shelley Vance Laflin "Something to crow about" printed august, 1996 US information agency Washington D.C.pp-48-49

a con man

a con artist.

a shyster

a trickster

a lowlife

He would steal from his own mother

He's a flake - an unreliable, or inconsistent person. a dud, a waste of skin

It cost an arm and a leg - It is expensive.

It cost a pretty penny. It costs a fortune. It cost some serious coin. It's out of my price range.

Real estate prices have shot through the roof.

You've gotta be kidding/joking [me]! - that couldn't possible be true/'the case'. No way!

What?! The bridge into town has collapsed?! You've gotta be joking me, I have to get into town, I'm screwed.

Sucks to be you. I would hate to be you. I'm glad I'm not you. Better you than me. I'm glad I'm not in your shoes.

John got arrested for drunk driving. Sucks to be him.

That is nonsense. That is hog wash. That is bull. That's a bunch of bull. That's a load of crap. That story is full of holes. That story doesn't hold water. blow smoke up your ass. it's shite

She said that the money was stolen, but that's a bull shit story if I've ever heard one. We all know she has a bad gambling habit.

Cut the crap will ya. That's bullcrap

I don't care. I don't give a hoot. I don't give a rats ass. It matters little to me.

Hold your horses. Wait. Whoa Nelly. Hold up. Hold it! Hang tough. Hang tight.

That person is not an honest person to deal with. Talk about being hit below the belt. That's a low-blow. That's a cheap shot. That's a back-handed compliment.

It's insulting that she spread such false rumors, but it's a real slap in the face when she totally denies even doing it.

He got the axe. - He no longer has a job. He's been let go. got laid off. given the pink slip. got fired. got canned. given the boot

Do not interrupt. Don't bud in. Leave me alone. Buzz off. Take a hike

I have butterflies [in my stomach.] - This scares me. Gives me the heebie-jeebies

I have the butterflies - nervous. feel unsettled

He copies my actions. He's a copycat. to mimic.

like trying to find a needle in a haystack - a rare, unlikely chance of success. slim-pickins.

To find your daughter at the largest, busiest mall in the city is like trying to find a needle in a haystack.

you're splitting hairs now. being a stickler. you're going at it with a fine tooth comb.

run-of-the-mill - same 'ol

same 'ol, same 'ol

the same 'ol song and dance.

the same old overused technique

That's nothing new, it's pretty run-of-the-mill.

Sam will never hold a candle to Ann. You don't come close. You don't compare.

She's very beautiful but she doesn't hold a candle to you Honey.

This job will separate the men from the boys. This job is difficult. The work was very hard. It was no picnic.

found themselves caught behind the eightball. painted into a corner. in a bind. my back is against the wall. caught between a rock and a hard place. in a catch 22.

we're not out of the woods yet. not clear sailing.

The handwriting is on the wall - it's inevitable

shoot yourself in the foot. did it to themselves. got a taste of their own medicine. Can only blame themselves. They only have themselves to blame.

bite the bullet - take it like a man. own up to it. suck it up.

I waited until a month ago to bite the Vista bullet.

I bit the bullet. I took a hit.

When the boss tells you to do something, rather than whine and complain, it's better to just suck it up.

holding peoples feet to the fire

If I've told you once, I've told you a thousand times - I've corrected you too many times already.

How many times do I have to tell you?

When are you going to learn?

Check your ego at the door. Don't be all huffy-puffy about it. get your panties in a bunch.

Hey John, be nice! We don't need no attitudes around here. We have enough troubles as it is.

blow/toot one's own horn. throws her weight around. thinks he's hot stuff

He's not interested in other people's accomplishments, he'd rather just toot his own horn all day.

to say tongue-in-cheek. to be cheeky. to say sarcastically, to be facecious. be a smartass

I say this slightly tongue-in-cheek but SVO.

had egg on my face.

ate humble pie.

looked like a fool.

ate crow.

be left embarrassed

The team had egg on their face from the 8-0 loss in their last meeting with the opponent. They'll be looking for payback now.

down to the wire.

at the last second.

with not a minute to spare.

at the eleventh hour

She did not even bat an eyelash - She did not notice me. she couldn't careless

It's not all it's cracked up to be - It's not as good as first thought. Sounds better in the brochure. It's all hype.

It doesn't live up to its reputation/name

She gets away with murder - She can do anything and not get in trouble. She gets a free pass. She can't do no wrong. won't pay the price for it. only gets a slap on the wrist

When her parents are away she thinks she can get away with murder around her babysitter. But the babysitter won't be having any of that.

I have a bone to pick with you Mister. - to have something critical to say to someone. to want to give a lecture to someone.

rip into him. slag him - criticize

I wouldn't touch it with a ten foot pole. I wouldn't go near it. I keep as far away from it as possible.

His bathroom is so dirty, I wouldn't go near it with a ten foot pole if I were you.

feel blue - feel sad. feel sullen and gloomy.

Cloudy skies tend to make one feel a little blue.

have a heavy heart

Fender bender - to have a car accident.

I had a fender bender today with a cop car; not good.

bored to death - very/extremely bored.

I'm bored to death of his endless lecturing.

Sick and Tired - I've [about] had enough of that. I can't take it anymore. My patience has worn thin.

I've had it up to here (implying measure a line across the neck)

I'm sick and tired of all your whining.

I'm sick and tired of being sick and tired.

That's the straw that broke the camel's back. That takes the cake. That's the last straw. walking on thin ice.

He made many critical mistakes, almost getting himself fired, but this last screw up was the straw that broke the camel's back. No more. He's outta here.

get on one's nerves - to irritate someone.

Can you please stop tapping your pencil, it's getting on my nerves. It's driving me nuts/bonkers

couch potato - a person who lounges on the couch all day and watches tv. a lazy person. a person who sleeps on the couch.

Hillary Clinton is done for, there is no way she can win now.

He's about to succumb to the elements. He's lost in the woods with no hope of getting back to civilization alive. He's done for. There's no hope for him now.

If Russia has to take on Germany in the finals, they are done for [before they even get going]. The writing's on the wall.

The Mafia knows you've talked. You're done for.

It's more than a fender bender, my car is done in. She's a write off.

Your ass is grass. You're toast. You're done in. The Mafia will do you in if you talk.

Germany is really going to do in Russian in the Football finals.

That last concussion really did in his hockey career. His career is finished.

Putting too much bleach into the wash really did in my nice shirt. It essentially destroyed it.

I'm beat - I'm tired. I'm exhausted. I'm done. I'm beat tired. I'm done like toast. I'm petered out. I'm spent.

I'm done in, I can't take it anymore.

Throw in the [white] towel - to give up. (Comes from Boxing, where the coach throws the white towel into the ring to stop the fight. Also "to wave the white flag" comes from a war battle where the defeated side will wave a white flag indicating that they surrender.)

I think I'm just gonna throw in the white towel, I don't want to play anymore, and you're winning by a landslide. Plus I'm tired as hell and want to go to sleep.

Easier said than done - sounds good in theory. There's a lot more to it than that. There are more factors at play.

It's easy to say that all you have to do is go up to a beautiful girl and ask her for a date, and you'll get it, but it usually doesn't work out that way.

Chicken - a coward. Watch the movie, "Back to the Future", because Marty McFly hated being called Chicken. He would say, "Nobody calls me Chicken!", implying something bad will happen to the name caller if they dare call him Chicken.⁸

Are you chicken? bock bock bock, you're chicken aren't cha? Come on, don't be a scardy cat, and do it like a man.

Give somebody a hard time - tease, or frustrate somebody badly. Or as in the movie, "Goodfellas", "You're bustin' my balls"

make somebody's life miserable. come down hard on someone.

make someone's life a living hell

to bug someone - to tease, to irritate, to interrupt.

⁸. Shelley Vance Laflin "Something to crow about" printed august, 1996 US information agency Washington D.C.pp-13

Don't bug me, I'm busy right now.

Whiny people bug me.

The brother likes to bug his sister about her bad haircut.

That really gets my goat. pet peeve. what I hate about something. the most annoying thing is....

That totally irritates me.

take the easy road

You can go for glory, or you can take the easy way out.

He took the path of least resistance - He avoided all difficulties.

The dictator should've taken the easy way out and succumb to the concessions, but he made it hard for himself by resisting, and it cost him his life.

He always takes the paved road. - He played it safe. He took no chances. be conservative

end of the gravy train; the easy road; a free ride; a free lunch.

He won't be riding the gravy train any more once new ownership comes in and cleans out all this inefficient middle management.

He usually snivels his way out of tough situations. He's spineless. He has no backbone. He's chicken.

to jump ship - to abandon, to give up, to fold

The easy way out would've been to jump ship as the company's stock started to plummet, but he stuck it out to the bitter end.

get out of jail card - a lucky break, a last warning

to have the guts - have the strength, the will power, bravery - the opposite of Chicken.

You don't have the guts to ask that girl on a date do you?! You're chicken! bock bock bock, cluck cluck cluck cluck. You're just a little chicken aren't cha! (put your thumbs in your armpits and wave your elbows up and down)

It's about time - the action was overdue, and should've been done at an earlier time.

Finally! What took you so long! It's about time the government finally got off their ass(es) and did something about that problem. (this sentence has two circumstances, meaning the government just did the action and I'm commenting that it should've been done earlier, or, I'm commenting that the government hasn't done it yet but I'm recommending that it needs to be done pronto (now).)

Jump to conclusions - to be too quick to make a decision. make hasty decisions. to not think through a decision

"My girlfriend is one hour late, she must be out with another man!" "Hey, don't jump to conclusions, there are many reasons why she could be late getting home."

Over one's head - too complex for someone, or beyond one's understanding because of a lack of experience in that area. throw them for a loop

Sorry, I didn't get your joke, it was over my head.

I'd explain it to you, but your head would explode (If I explained it to you, you wouldn't understand it anyway, so I won't bother).

be taken aback - surprised. thrown. confused by, thrown for a loop

I was a little taken aback by the child's snarky attitude. I expected her to be a little sweetie-pie. But she's a pretty mouthy little devil.

I was thrown for a loop when told that the cover charge would be \$20 instead of the \$10 I had thought it was going to cost.

Pain in the ass - a pain to do, bothersome to do, an inefficient activity, something irritating.

The phone company is a pain in the ass to deal with, when you call in, you're on hold for over a half an hour, it's stupid.

Pull someone's leg - kidding/joking with someone. to lie jokingly.

I was just pulling your leg, I'm not really going on a date with Britney Spears.
Don't be so gullible.

Put someone in one's place - to reduce a person to a position that another thinks they should be in. (usually used condescendingly, or jokingly)

The champion boxer put the young rookie in his place with a first round knock-out.
(his place being the minor leagues, not playing with the big boys).

I told my girlfriend that I'm the boss of the house because I wear the pants in the family, but she took a chunk out of me and put me in my place.

to put yourself in his position - to wear one's shoes. to walk [a mile] in one's shoes.
to imagine/visualize yourself in his place.

You can't really understand the struggles they went through unless you walk a mile in their shoes.

Try walking a mile in their shoes, then you'll know what it's like.

Practice what you preach - What you say is what you should do.

If you're gonna talk the talk then you better be able to walk the walk.

He talks the talk, but can he walk the walk?

He's all talk and no do.

gotta eat your pudding.

The proof is in the pudding

The proof of the pudding is in the eating.

Show, don't tell.

Put your money where your mouth is.

Talk about [the pot] calling the kettle black - You're one to talk. You're a hypocrite. You're being hypocritical.

Look at yourself. Listen to yourself. You're talking out of both side of your face

Under the weather - feeling a little sick. not feeling totally healthy. lacking energy.

Sorry, I'm [feeling] a little under the weather this weekend so I'll have to pass on the invitation to go hiking.

Broke - no money. I'm broke, I'm flat broke.

I don't [even] have two nickels to rub together. (pun: I'm so broke I can't even pay attention.)

keep hush-hush about something - keep quiet. keep it a secret. don't tell anyone.

Mums the word. Keep your lips shut. Keep it between us.

She let the cat out of the bag - She told the secret.

She spilled the beans.

I wasn't born yesterday, ya know - I am smarter than that. I'm not as dumb as I look.

I didn't just fall off the turnip truck yesterday.

He's still wet between the ears - young and inexperienced. to be new to something

He's still green

He's still naive.

He's still learning the ropes

He is new to motorbikes so he shouldn't start off with a crotch rocket as his first bike.

his best days are behind him - he's over the hill. on his last leg. his days are numbered. He has seen better days. already peaked

My car is on the verge of giving up the ghost. It's certainly seen better days.

It is raining cats and dogs - It is raining heavily. It's coming down in buckets.

I wouldn't do that for all the tea in China - I will not do that under any circumstance. I would rather chew off my left arm than do that.

"Would you marry Rosanne Barr?" "Not for all the tea in China"

What does that have to do with the price of tea in China? - Who cares? why should I care? What's the point?

It's all water under the bridge now. let bygones be bygones. That's old news. We've laid that to rest. We've buried the hatchet on that. It's signed, sealed, and delivered. No animosity anymore

There are no strings attached - condition free. no catch. no gotcha. no hidden clauses

set them on their heels.

jump through hoops. have to jump through a few hoops. a few obstacles to go through.

You have to jump through a lot of hoops before you get approval to build a new stadium in town.

it's curtains. a dead end. end of the road. you're toast.

has very few core values, and is willing to shift with the wind to get ahead. It's one of the reasons he's flip-flopped all over the place

shift with the political winds. changing one's mind

get tripped up by - get confused by something. get tricked

he's tied up right now - not available, too busy, no free time

getting stomped on, crushed, dominated - beating by a great margin

The Toronto Blue Jays baseball team are stomping all over the NY Yankees.

The Canucks are the underdog - The Vancouver Canucks are not as good as the L.A. Kings.

This is a wild goose chase - This is a pointless and not worth the effort. a waste of time.

get some dirt on someone, say something bad about a person, spread rumors about someone

ruffle some feathers, rock the boat - get people excited, or aggitated. get riled up, get their blood boiling, hit the fan. stir things up

Windows XP is better than Windows Vista. That should ruffle some feathers.

hokey, cheeze, tacky, ghetto

running off at the mouth, mouthy. a mouthpiece

The TV's on the fritz.. out of order. broken down.

eyes are bigger than my stomach

bit off more than you can chew

gotta buck up

crazy, he's smoking crack, off his rocker, nuts, whacked, a tool

lift a finger

He's very inconsiderate. He won't even lift a finger to help me.

Work my ass off. slave away at something.

I work my ass off every day, and my boss pays me piddly, and shows no appreciation for my contribution.

That doesn't cut the mustard - doesn't cut it. doesn't make the grade. not sufficient enough

That ain't going to cut it.

give the cold shoulder

the silent treatment

blowing smoke, blowing smoke up my ass

You're barking up the wrong tree.

Sorry, didn't mean to rain on your parade - didn't mean to spoil your plan. spoil your good time. wreck your fun. I didn't mean to wreck your day. spoil your day. Don't be a spoil sport. a party pooper.

I don't want to step on your toes. Don't want to get in anyone's way. don't want to interfere with someone.

I'm new at the company, and want to change how some things are done here, but I don't mean to tread on anyone's toes.

I didn't mean to steal your thunder. - mention someone's side of a discussion before they've had a chance to themselves.

crude: piss on your parade

his nose is out of joint

he rubs me the wrong way

passing the buck. It's just buck passing.

up Shit Creek without a paddle

sawing wood – snoring

It's getting late, I better get some shut eye.

kick the bucket, give up the ghost

The offense laid an egg in the 2nd half of the game and didn't score a single point.
they choked

yanking your chain

to not pan out, to not work out

talks a great game

It's the same ol', same ol' - it's the same old thing.

a last ditch effort

last stand, one last push, last hurdle, last try

one more stab at it, one final effort,

I'll give it one more go.

one last chance.

My wife and I decided that we should give our relationship one more chance to see if we can make things work. And if not, we'll call it quits.

I've missed the dart board the last four throws, but I'll take one last stab at it, then I'm going to give up and go back to drinking beer.

2.1.2 Anthropocentric phraseological units denoting positive

characters Positive idioms are expressions that are usually used in a positive

situation or scenario. Having a positive connotation means that our brain has associated the expression with a happy situation.

You're an angel - a nice, generous, thoughtful, considerate female/child

Thanks for helping me with the groceries, you're an Angel.

I'm all ears - I'm listening. Speak now or forever hold your peace.

Go ahead and talk because you have my full attention. I'm all ears.

full of spunk - He is very active or ambitious. He's alive and kickin'. full of energy

That kid still has a lot of spunk in him. He's not ready to retire yet.

He couldn't hurt a fly - He is harmless. He's a big softy. A pushover.

He is a nice, friendly person. He wouldn't hurt a fly.

You don't have to worry about him, he wouldn't hurt a fly.

I don't understand why my dog bit you. Normally he wouldn't hurt a fly. He's just a big softy.

hold the fort, running the roost - take care of the house. be in charge of the home while those of higher authority are away. hold the keys to

right from the get-go - from the very beginning

you rock, you kick ass, you're the stud. You're the one. You're A-OK. You're just what the doctor ordered.

You're a breath of fresh air - It's good to finally see you.

I've been having meetings with angry, stressful people all day at work, so it's nice to come home and see your smiling face Honey. You're like a breath of fresh air.

His bark is worse than his bite - He makes threats but he is harmless.

Don't worry about Rover, he's just a big softy; a big pushover. He won't hurt you. He looks mean and makes a lot of noise. But his bark is worse than his bite. He looks like a good guard dog but the most he'll do is slobber you to death.

Iran may be uttering threats to attack Israel, but their bark is worse than their bite. They don't have the guts, or manpower to launch a serious attack, so they resort to scare tactics.

give the lowdown - Be direct. the direct truth. Tell me like it is. get to the point. get down to brass tacks. Give it to me short and sweet. get the scoop.

So what's the low-down on the government scandal.

pull no punches

He's a straight shooter,

He doesn't beat around the bush.

He tells it like it is.

I cannot lay out a straight and narrow path that explains how to ...

make no bones about it - don't kid yourself. make no mistake, SVO.

Let's be honest here, SVO.

Let's face it SVO,

talk turkey

Let's get down to the brass tacks here.

Let's get to the meat and potatoes of it all.

the nuts and bolts of, the meat and potatoes

get the gist [of it]

but, here's the kicker, SVO

That has got to be the largest ship I have even seen in my entire life. It's massive.
It's gigantic

That is one big ass ship.

That's one honkin' ship

That is bigger than big.

I didn't know how big 'big' was until I seen that ship in person with my own two eyes.

If you told me it was going to be this big, I wouldn't have believed you. I had to see it with my own two eyes.

She's walking on air - She's very happy. in a happy mood. She's totally elated. I'm tickled pink.

She's so in love with him she's walking on air.

call it a day - We're done. Our work day is over. That's enough for today. We're all done for the day. Let's call 'er quits. Let's call this job completed.

It's a wrap (from the film industry)

Ok boys, let's wrap it up.

2.2 The classification of anthropocentric phraseological units in Uzbek

There is the branch of lexicology which studies idioms, phraseological units, words and group of words that are used in the language as ready-made units it is called in Uzbek . They are :

- a) phraseological units
- b) proverbs

c) aphorisms

In Uzbek Phraseological units are usually called as idioms too. Phraseological units require followings :

- ✓ consist of two or more than two words
- ✓ usually express transforming meaning
- ✓ usually used as ready-made units of the language
- ✓ the words that are parts of phraseological units can not be aparted
- ✓ they are usually expressed or their definition is usually expressed by one word

f.ex. allada aziz, to'rvada mayiz=erka

- ✓ But some of them can not be expressed by one word:
f.ex. bog'dan kelsa, tog'dan kelmoq- suhbatdoshining gapiga hech aloqasi yo'q gap so'z aytmoq.
- ✓ Phraseologic units can be asked by one question and answered too
- ✓ Phraseologic units or idioms will be analyzed completely in the sentence but not separately word by word. One idiom functions as one syntactical unit. In Uzbek they can function all kinds of syntactical units:

f.ex. Bilamiz, *bo'rk ol desa, bosh olmoq* politsiyaning suygan metodi.(ega)

Direktor bo'lgandan keyin *dimog'i shishib ketibdi*. (kesim)

Ona degan yer *tagida ilon qimirlaganini* biladi. (to'ldiruvchi)

Siz ham o'sha *daqqiyunusdan qolgan* afsonaga ishonasizmi?

(aniqlovchi)

Damini ichiga yutib, oyog'ining uchida yurib uyga asta kirdi. (hol)

- ✓ Phraseological units have synonymic, antonymic and omonymic features as words do. F. ex. Ko'z yummoq- 1. O'lmoq 2. E'tiborsiz qoldirmoq.

- ✓ Phraseologic units can be synonyms to words or to the phraseological units. If phraseological units are synonym to phraseological units so they are called phraseological synonym idioms, if phraseological units are synonym by words so they are called lexico-phraseological synonym idioms. F. ex. Og'ziga talqon solmoq= og'ziga qatiq ivitmoq=lom-mim demaslik. Dunyoni suv bossa to'pig'iga chiqmaydi=beg'am, beparvo.
- ✓ Antonymous idioms are the idioms that are opposite to each other. F.ex. oq ko'ngil# ichi qora, yerga ura ko'kka sapchiydi# qoy og'zidan chop olmagan⁹

Classic literature and philosophy provide lots of examples of phraseological units, that have entered modern languages and that are widely used in an instantial sense.

There is another expression in Uzbek that we should know and remember but not mix these two expressions with each other. They are called “tasviriy ifodalar” in Uzbek. We can call them either paraphrases or “tasviriy ifodalar”. Tasviriy ifodalar address the things, events, or goods not with their real name but with the other name, we paraphrase the things or events in order to express what someone or else has said or written using different words in order to make it shorter or clearer.

f.ex. qushlar- qanotli do'stlar

fazogirlar-samo lochinlari

paxta-oq oltin

makkajo'xori- dala malikasi

⁹. Sh. Rakhmatullaev “O'zbek tilining qisqacha frazeologik lugati”2003pp-3-4

Paraphrases are the second names of the events or the things we call. One of the words given in the paraphrases will hint the real name of the thing so we can suppose the real name of the event easily. In this way the paraphrases can be differed from the idioms. The words that are used in the idioms will be in the transformed meaning.¹⁰

2.2 The classification of anthropocentric phraseological units in Uzbek

As we mentioned above an idiom is the phrase which means something different from the meanings of the separate words that are a part of it. Usually it cannot be understood by the literal interpretation of the words that make up the expression. There are some examples of Uzbek phraseologic units that characterizes human beings behavior and his physical features that are usually used both in literary and common speech. Some of them are the anthropocentric phrase logical units denoting negative characters and some of them are the anthropocentric units denoting positive characters.¹¹

- “yulduzni benarvon uradi” this expression expresses the person who acts naturally fast, and always tell everything to one’s face, clever and intelligent as well.
- “Magiz achchiq bo’lsa po’stiga ham uradi” they say that if a person is very rude , unfair, unkind so the profile will be. This expression is used in a negative meaning and expresses that the person who is going the conversation on about, is very both bad and ugly as well.
- The expression or idiom “aravani quruq olib qochadi” is one of the idioms that is used to express talkative and chatterbox person. There is another expression that is equivalent to this one “tilli jag’li”. There are such kind of people who are as mute as fish, on the contrary, there are another ones who are very talkative ones. In my opinion a lot of idioms are used to describe denying features of human being’s actions.

¹⁰F. A. Yahshieva “o’zbek tilining lexicologiyasi” 2010 pp-16-17

¹¹. Makhmud Sattor. “O’zbekning gapi qiziq” Tafakkur qanoti Toshkent-2011 pp-3-4

- “Qulog’i qattiq” in reality the ear could not be hard or soft but we use this expression if the person has no influence, and stubborn.¹²
- “Burni ko’tarilgan” very arrogant human being requires this idiom to be used to. In Uzbek the idiom “burni ko’tarilgan” means haughty, supercilious and proud usually used to express personal negative features of behavior.
- “Ilonni yog’ini yalagan” this idiom is usually utilized to the person who is very sly¹³
- The expression “Og’zi katta” is used in order to express haughty, supercilious characteristic features of human being.
- “tili bir qarich” is the equivalent of the idioms “tili uzun”, “tili bir quloq” and used in a negative way. It is usually indicated to know to know-all women, daughters-in-law, and mothers-in-law.
- The idiom “bo’yni yo’g’on” is utilized to the lazybones but boastful, dandy, violator, stubborn people and these words transform and clarify this expression’s meaning.
- “Shirin tomoq” expresses the features of the person who is fond of sweets, fruit, jam, and so on. It is usually denoted to the children of the family but sometimes it is used to the grown-ups too. This expression also carries the meaning of sensitive personality .
- The idiom “qo’lga qaragan” transform the meaning greediness, old, ill, poor or incapability. But there are distinguished two idioms in Uzbek literature:

“Qo’lga qaragan” and “qo’lga qaraydigan”. The first one is in a positive way and the person who are “qo’lga qaragan” they are good, honest but old people. The last one is used to describe the people who are bribe takers and who covet every time.

- “Qo’li egri” if this expression is used it means that someone is thief.

¹². Makhmud Sattor. “O’zbekning gapi qiziq” Tafakkur qanoti Toshkent-2011pp 118-119

¹³Sh.Rakhmatullaev “O’zbek tilining izohli frazeologik lugati” Toshkent 2007 pp-47-49

- “Qo’li gul” is used to describe the person who is capable to do everything and manage to do all the things. This idiom has the meaning respect and praising. It usually transforms the positive meaning.
- “qo’li ochiq” generous people deserve this idiom
- “Yuragida yoli bor” if the person is brave, courageous, reliable we can use this idiom him to describe.¹⁴
- “Yuragi toza” means common ordinary but dear and intimate. You can imagine gentle, kind, good, honest, real and ideal person by this expression.
- “Arslon yurak” the person who is brave and can be emphasized by this phrase. In our history there were plenty of them such as A. Timur, J. Manguberdi, Z. M. Bobur and etc.
- “O’pkasi yo’q” if someone is distressed and hasty we can use this idiom to describe the person completely. If there is the conversation about someone who has such actions as hasty and distressed and says a lot without thinking you can use this expression without any doubt.
- “Belida belbog’i bor” The Uzbeks usually ask in order to know if the person is brave, courageous “belida belbog’i bormi?”. In order to check one’s pride guys usually use this expression among them.
- “Boshi osmonda” the person who is really glad, happy, achieved his goal, we may use this phraseological unit to express his mood.
- “peshonasi sho’r” this idiom expresses human being’s unhappiness, unluckiness. It is full of sorrow, humanity, sympathetic feelings.
- “Peshonasi yarqiroq” lucky, easy going and very happy and bright future person deserves this expression as well.
- “Peshonasi tor” means that someone is foolish. Physically undeveloped generation is supposed to be used this idiom.

2.3 The analysis of national cultural specificity in English and Uzbek

¹⁴. Makhmud Sattor. “O’zbekning gapi qiziq” Tafakkur qanoti Toshkent-2011 , pp- 123-124

By the end of the 20th century a new scientific paradigm had appeared in linguistics. Scientists focused their attention on the speaking person instead of just isolated language forms, thus the problem of correlation between peoples and their languages was regarded of crucial importance.

The new paradigm, based on a multidimensional character of a phenomenon known as language, rose new aims in language investigation, demanded new methods of its description and analysis of its forms.

Special attention was paid to correlation between languages, cultural peculiarities and national mentalities. This idea became a foundation for a new direction of linguistics – linguo-culturology, with concept as its main category. The appearance of this new term, mostly interpreted as a mental lump marked with linguocultural specificity, became an appropriate step to the developing of the anthropocentric paradigm in linguistics.

Though, being used pretty often, like all complicated social phenomena, concept has no exact definition, but we understand it as a multidimensional lump which actually is the foundation of any language, creating abstract images of words, projecting models from human consciousness. The more scientists study the problem of concept definition, the more opinions appear on this topic, and the more approaches to investigating concept are being developed day by day.

Describing a concept is not an easy task as lots of aspects should be taken into consideration such as:

- Linguo-cultural aspect (bearing in mind linguistic peculiarities of a certain nationality);
- Cultural aspect (taking into account cultural peculiarities of different nations);
- Historical aspect (considering historical peculiarities of the development of national consciousness, ethnic experience);
- Social aspect (reflecting some social realms, molding public ideology);

- Psychological aspect (taking into account individual character features, human thoughts and individual experience).

According to all these aspects it becomes possible to single out three most popular methodologies of concept description:

1) The Method of conceptual analysis. It is based on linguo-cultural, historical and cultural aspects and directed to studying concepts through the semantic structure of words, regarded as cultural phenomena with their history. This principle is built up upon the idea that creating a full image of a concept demands not just description of its etymology. We should also compare its historical meanings to the semantic ones, in order to open all the hidden metamorphosis going on within the word, thus it becomes possible to observe the history of human thinking through time. This method includes: Structuring of concepts and cultural description of each its element.

2) Methodology of Cognitive Linguistics. Being based upon psychological and social aspects mostly, this method is directed to studying the words in their connection with human thoughts, reflecting people's mentality and ideology. Its aim is to study meanings of the words and word combinations, reflecting this or that concept in the national language, also presenting parts of the language system representing a particular concept. The main means of this very methodology are:

- defining the word, conveying the concept;
- analysis of its semantic meaning through dictionary articles
- analysis of its lexical combinatory with other words
- creating a phraseological field of the word
- contextual analysis of the word
- Analysis of its verbal usage
- Interviewing

3) Methodology of Contrast linguistics. This methodology is based on linguo-cultural aspect and built up on a principle that only; looking into a mirror of

another language one can notice such features of the mother language concept, which could slip away from his attention; to reveal exactly the national specificity of the native language, and as a result to see the difference between the concept and the meaning of the word. All these differences are interpreted as cognitive differences of the concepts they express in different national concept-spheres. This methodology can be briefly described in the following way:

- The FIRST STEP – Singling out a lexical group in the initial language
- The SECOND STEP – Discovering interlingual equivalents
- The THIRD STEP – Describing contrast pares
- The FOURTH STEP – Pointing nationally inimitable meanings out
- The FIFTH STEP – Differentiation and systematization of contrast pares

To sum all this information up , we can come to the conclusion that all of these methodologies are applicable for investigating and describing concepts. However to my mind the most appropriate methodology should be based upon all the necessary aspects (linguo-cultural, cultural, social, historical and psychological), that is why it should be admitted that there doesn't exist an ideal methodology of description of concepts, as none of the annumerated methodologies corresponds the necessary aspects. Thus the problem remains unsolved, giving the scientists a vast field to explore.

2.4 The syntactical features of phraseological units denoting human beings character

Phraseological units or idioms will be analyzed completely in the sentence but not separately word by word. One idiom functions as one syntactical unit. An idiom can be:

- a) The subject
- b) The predicative
- c) An object
- d) An attribute

e) An adverbial modifier (of time, place, manner, cause, quantity)

So we can say that the phraseological units are supposed to transform the transitory meaning and function syntactically in the sentence as well. Let's see some examples:

Ex.: All thumbs.

❖ Uncoordinated and awkward, especially with one's hands.

I have tried to put this toy together according to the instructions but I'm *all thumbs*.

Here, you see, the idiom is used in the function of the nominal part of the predicate.

Ex.: the apple of one's eye

❖ A person or thing that is precious or loved above all else.

Richard is so attached to his daughter . He would do anything for her.

She's *the apple of his eye*.

The idiom "the apple of one's eye" is used in the function of the nominal part of the predicate. And the idiom is analysed jointly.¹⁵

Ex.: Achilles' heel

❖ A person's weakness or the vulnerable spot in his or her character.

We have got to find his *Achilles' heel* if we hope to defeat him.

The idiom is used in the function of an indirect object.

Ex.: big shot

¹⁵Shelley Vance Laflin "Something to crow about" printed august, 1996 US information agency Washington D.C.pp-17-18

- ❖ An important, powerful or influential person.

The company's *big shots* are getting free trips to Hawaii this year. The phraseological unit is used in the function of the subject. And the subject has the attribute.

Ex.: born yesterday

- ❖ Innocent and naive

Do you really think you can fool me? I'm not that dumb. I wasn't *born yesterday*, you know.

The expression is in the function of the part of the predicative.

Ex.: Chicken

- ❖ Slang for scared; frightened. The expression is usually used by the children.

The boy dared his little brother to jump from the high diving board into the pool below. When his little brother said that he wouldn't, the boy called him *chicken*.

The expression is in the function of the indirect object.

The idioms denoting personal characters are usually used in the function of attribute, subject and sometimes indirect object as well.

Phraseological units can be classified as parts of speech. This classification was suggested by I.V. Arnold. Here we have the following groups:

- a) noun phraseologisms denoting an object, a person, a living being, e.g. bullet train, latchkey child, redbrick university, Green Berets,
- b) verb phraseologisms denoting an action, a state, a feeling, e.g. to break the log-jam, to get on somebody's coattails, to be on the beam, to nose out, to make headlines,
- c) adjective phraseologisms denoting a quality, e.g. loose as a goose, dull as lead,
- d) adverb phraseological units, such as : with a bump, in the soup, like a dream, like a dog with two tails,

- e) preposition phraseological units, e.g. in the course of, on the stroke of ,
- f) interjection phraseological units, e.g. «Catch me!», «Well, I never!» etc.

In I.V.Arnold's classification there are also sentence equivalents, proverbs, sayings and quotations, e.g. «The sky is the limit», «What makes him tick», » I am easy».

Proverbs are usually metaphorical, e.g. «Too many cooks spoil the broth», while sayings are as a rule non-metaphorical, e.g. «Where there is a will there is a way».

Chapter III The use of phraseological units in common use

3.1 Methods and ways of teaching to use phraseological units in teaching process

This chapter carries the stylistic use of phraseological units in literary discourse and provides the affective ways of teaching to use phraseological units in common speech. A phraseological unit may extend across sentence boundaries and even large stretches of text, a web of unique interrelationships of figurative and direct meanings, and associative links. Sustained discursal use of a phraseological unit contributes to the perception of the text as a cohesive and coherent entity. Failure to identify stylistic use will be to the detriment of inference and interpretation, and hence a semantic and stylistic loss.

The chapter also considers the implications of a discourse-based approach to phraseological units in teaching and learning. The exploration of the discursal potential of phraseological units is of immediate relevance to the studies of language and literature as an area of applied stylistics. Teaching stylistic use helps to disclose the cognitive processes of the mind in creative thinking. It can lead to significant gains in stylistic awareness which involves a conscious perception and understanding of: significant changes in the base form and meaning of the phraseological unit, associative links and their networks, stylistic cohesive ties in the text and the creation of a new meaning in discourse.

Being a teacher can be a very challenging and enriching career for a lot of people. The task and responsibility of a teacher is to enrich the knowledge of the young, preparing the students for their future endeavors. In the midst of doing all these, the teacher is actually shaping the future of the whole nation. If you have chosen to become one of them, you should be proud of yourself.

However, being a teacher who is able to conduct effective lessons is not an easy task to achieve. This is mainly because it's very difficult to capture the full

attention of the students throughout the whole day. For a typical student, the time to concentrate fully can only last up to two hours. This means that schools are spending more efforts to employ teachers who can engage their students in interesting lessons.

One of the basics for teaching is to conduct lessons that interest your students. Bored students won't remember much of the lesson. Refrain from giving long lectures that will only encourage your students to wander to slumberland. Instead, keep students involved and interacting with them in English. Some students may prefer to listen quietly as they are shy to make any comments. If this kind interaction makes your students nervous, provide plenty of support by giving clear and very specific directions. In addition, make your lessons livelier by adding games or using real-life objects such as a telephone, cook book, or musical instrument. You can also bring your students out of the classroom for a educational tour. This will greatly increase their attention lifespan and assist to absorb the knowledge easily.

Another effective way to attract their attention is to provide some rewards during the lessons. Studies have shown that students will be able to learn better when they perceive a personal reward. To boost internal motivation, remind them of the benefits that English can provide, such as English-speaking friends, better job opportunities, easier shopping, or less stress at the doctor's office, and then teach language that will bring them closer to those benefits. External motivation can be achieved by praise and encouragement as well as tangible rewards like prizes or certificates. These rewards have been proven to be very effective in encouraging the students to put in extra efforts in their daily learning.

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.

Arbitrary rote learning (word lists or grammar drills) may be useful in solidifying language forms, but unless there's a real-world application, sooner or later it's likely to be forgotten.

Experienced teachers usually motivate their students to build up their self-confidence. In other words, teachers should allow them to use their own ability to complete a task. If they lack self-confidence, they tend not to take risks, and risk-taking is necessary in language learning. By trying out new or less familiar language, they may find that they are indeed capable of more communication than they thought. On your part, you can encourage them to interact more by reducing feelings of embarrassment when mistakes are made, and give far more compliments than criticisms. You can also instruct them to perform tasks that are easily achieved so that everyone is guaranteed success. This will help to develop their confidence gradually and increase their learning abilities.

Methods and ways of applying phraseological units in teaching process are widely clarified in the hand outs from methodical ways of teaching English as a SL. But every teacher who conducts the lesson and wants his lessons to be more useful and affective creates ways of making his classes interesting. It depends on the imagination and creativeness of the teacher. There are plenty of ways of making the teaching process more interesting and affective by using phraseological units.

The teacher may explain the idiom first and then may give the definition orally and ask the students to make up examples one by one.

The next way may be like this: the teacher may tell the idiom and give just the example and the students should give the definition it is that what today's up-to-date interactive methods requires us to accomplish.

Another one is the students will be arranged into small groups and are supposed to make up short stories according to the idioms given by their teacher but should

not tell the idiom which is supposed to be used in the story. The next group should find the name of the idioms.

The next activity goes on like following: the teacher hands in the written task which has multiple choice tests belonging to the idioms that should be learned.

In order the children who attend to the kindergartens to learn the idioms by heart we should use the phraseological units in the role plays we should act more. Because we know what they say that must not be forgotten:

- a) I hear and I'll forget
- b) I see and remember only parts of what I've seen
- c) I hear, see, and **do** and I'll remember it forever.

Humans in general are very visual creatures. Younger children almost always need to visualize something in order to understand it, especially when learning a foreign language. Employ power points (the more pictures, the better), short skits and movie, flash cards, etc.

There are plenty of ways you can get your students up and moving. TPR, or "Total Physical Response," is one of the most effective ways to teach something. I like to do TPR as a warm up for each class. For example, "Put your hands on your head. Clap 2 times. Pick up your book." The students must listen carefully and by actually doing what they hear they remember much more of the information.

Another way to 'get physical,' is by role-playing. It's one thing to listen and repeat a dialogue, but if you have your students speak the dialogue together in front of the class you will likely have a better response. One last "get physical" idea is charades or miming.

Have you ever noticed that it's incredibly easy to remember song lyrics? I always thought it was funny how I could know 100's of words to popular songs but not remember what I needed to know for my history test! The reason is because our minds remember melodies much easier than we do basic text. The only thing

the teacher should remember is to find the songs with phraseological units, idioms, paraphrases and aphorisms.

In order to check the children's knowledge how well they learned the idioms we may take the written control work, multiple choice tests, and written essays using phraseological units and so on.

The teachers should always remember to attract the students and use a lot of ways of getting interested in their lesson. They may use such kind of exercises in order to check the students' knowledge.

Ex 1. An unknown quantity

Use these eight descriptions of people in the sentences below:

a. *a bit of an old woman*

b. *a nosey porker*

c. *a clever dick*

d. *a down-and-out*

e. *a confirmed bachelor*

f. *a backseat driver*

g. *an unknown quantity*

h. *a wet blanket*

1. Nobody knows where Jim came from. We don't know if he's got children. He's a bit of.....

2. Don't tell Liz anything about yourself or your business. She's a.....

3. I don't think Pete will ever get married. He's 45 and very independent. He's.....

4. My wife's the worst. She sits there saying "Slow down", "Do you know what speed you're doing?", "Mind that car". She's a classic.....

5. James is always worrying about his health, keeping warm, what he eats. He's

terrified of burglars. He really is.....

6. Richard thinks he knows it all. He's a real.....

7. Remember David Brown who was so good at sport when we were at school?

Well,I saw him the other day in the centre of town, looking terrible. He'd obviously
beendrinking and was sitting around with a crowd of
.....

8. Don't ask Jeff to the party. He'll just sit in the corner looking miserable. He can
be such

Ex 2. A slowcoach

Use the following expressions in the correct sentence below:

a. *the salt of the earth*

b. *a loose cannon*

c. *a pain in the neck*

d. *the life and soul of the party*

e. *a Jekyll and Hyde*

f. *a slowcoach*

g. *a trouble-maker*

h. *a show-off*

1. Come on! Hurry up! You're such

2. I don't know how you can share a car with Simon every morning. All he talks
about is motorbikes. I find him a real

3. Don't have anything to do with Alan. He's just a

4. One minute she's happy and friendly, the next she totally ignores you! She's a
real if you ask me.

5. Mike loves flashing his Rolex around and his latest BMW. He's

a.....

6. Things are always more interesting when Patricia arrives.

She's.....¹⁶

7. The good thing about J o h n is you always know where you are with him. He is totally 100% honest, but the down side is he sometimes says exactly what he's thinking in all the wrong places - a bit of !

8. I love my grandmother. She's kind, honest, uncomplicated. She's

.....¹⁷

Cases of interpretation or misinterpretation difficulties often result from a misunderstanding of the discoursal dimensions of the instantial use of PUs. The reading and interpretation of many literary texts become encumbered without an understanding of the subtleties of instantial use. The development of perception and stylistic literacy will help to overcome these difficulties.

The specific aims are to become style-conscious and develop appreciation of the stylistic potential of PUs in discourse, enhance perception and understanding of its nature, as well as give an insight into the process of instantial use and help to capture the stylistic identity of a text in its entirety. There are psycholinguistic arguments for the teaching of discoursal use, as it facilitates the development of associative and thinking networks. It can also help the cognitive processes in teaching and learning. As McRae points out, learners should be encouraged to develop their own thinking skills (McRae 1996, p. 30).

A careful identification procedure at all its stages will enhance awareness of the semantic and stylistic interrelationships encountered in the text. The training of a style-conscious language user implies the training of awareness with an eye to accuracy. McRae (1990, p. 27) advises to concentrate on "ways of looking for

¹⁶MCCARTHY, M.; CARTER, R., "Language as Discourse" Perspectives for Language Teaching, London and New York, Longman [1994]. Pp-187-189

¹⁷MCCARTHY, M.; CARTER, R., "Language as Discourse" Perspectives for Language Teaching, London and New York, Longman [1994]. Pp-187-189

detail" to raise sensitivity to language. Here are some useful tips regarding what to focus on in the search for significant detail and instantial cues in discourse:

- the use of phraseological components in their literal meanings or other metaphoric meanings;
- strings of connected figurative elements which constitute the web of an extended metaphor;
- new, unexpected elements which normally do not belong to the base form and which have appeared in the text additionally;

All these elements may contribute to the search for a better interpretation. Significant detail lends more insight and offers an explanation of the presence of figurative items which cannot be fully understood and accounted for without the knowledge of the base form of the PU and the whole web of interrelationships in the stretch of discourse. Effective interpretation of instantial use not only calls for a good command of the vocabulary, including phraseology, and stylistic skills, but also a certain element of creativity, a potential for creative thinking and a creative approach. It also implies an ability to generalize and use language involving PUs in novel discourse environments, further leading on to an ability to employ patterns to recreate PUs in discourse. True proficiency is unthinkable without instantial use.

In conclusion, discourse-oriented teaching can lead to significant gains in stylistic awareness and competence, both language and literary competence. The theory of the instantial use of PUs is applicable to the study of various types of texts, promoting sensitivity to language and literature. Competence in instantial use enhances the reader's understanding of the text, thus providing a greater motivation to improve language skills.

Summary

In a conclusion I want to admit that the vocabulary of a language is enriched not only by words but also by phraseological units. Phraseological units are the word-groups that cannot be made in the process of speech they exist in the language as ready-made units. They are compiled in special dictionaries. The same as words phraseological units express a single notion and are used in a sentence as one part of it. The classification system includes a considerable number of subtypes and gradations and objectively reflects the wealth of types of phraseological units existing in the language. It is based on truly scientific and modern criteria and represents an earnest attempt to take into account all the relevant aspects of phraseological units and combine them within the borders of one classification system.

Both in English and in Uzbek phraseological units :

- ✓ consist of two or more than two words
- ✓ usually express transforming meaning
- ✓ usually used as ready-made units of the language
- ✓ the words that are parts of phraseological units can not be aparted
- ✓ they are usually expressed or their definition is usually expressed by one word
- ✓ But some of them can not be expressed by one word:
- ✓ Phraseological units can be asked by one question and answered too

Phraseological units or idioms will be analyzed completely in the sentence but not separately word by word. One idiom functions as one syntactical unit.

There is the expression “tasviriy ifodalar” in Uzbek that we should not mix with phraseological units because they express different meanings from each other. The research paper identifies that “tasviriy ifodalar” or paraphrases”. Tasviriy ifodalar address the things, events, or goods not with their real name but with the other name, we paraphrase the things or events in order to express what someone or else has said or written using different words in order to make it shorter or clearer.

f.ex. qushlar- qanotli do'stlar

fazogirlar-samo lochinlari

paxta-oq oltin

makkajo'xori- dala malikasi

Paraphrases are the second names of the events or the things we call. One of the words given in the paraphrases will hint the real name of the thing so we can suppose the real name of the event easily. In this way the paraphrases can be differed from the idioms. The words that are used in the idioms will be in the transformed meaning.

What about applying phraseological units in common and literal speech?
And teach the students in their speech?

Methods and ways of applying phraseological units in teaching process are widely clarified in the hand outs from methodical ways of teaching English as a SL. In the fictional books the idioms will be used and the readers may follow the definition given in the special books as we mentioned above. And the teachers who conduct the lessons denoting to the idioms should clearly explain to the students both the definition and the examples to the idioms in order to make the lesson easy

to understand. In this case the teachers should get ready for the lesson beforehand and make a lot of extra activities such as phone drill, oral drill and plenty of interesting written activities with crosswords, exercises in written form, and role plays according to the idioms as well.

Summing up we can say that in Uzbek language idioms' usage and their symbolic meanings were strongly affected by the transforming, which is peculiar to idioms, thus those idioms were reflected in their language and culture.

In this research work we have found out the role of phraseological units in literature, and the usage of them in Uzbek and English people in expressing the world image as well as the main similarities and differences between their national understanding the surroundings.

This work is dedicated to the topic of a great importance not only from the point of view of linguistics but from the point of view of familiarizing ourselves with those nations' outlook, traditions and way of thinking. In the course of this research we have obtained a plenty of useful information about common rules to languages and national peculiarities as well as their spiritual values. This work is particularly valuable for facilitating Uzbek and English language teaching and presenting new ideas. This can be proved by the fact that the author has made a great effort for investigating both English and Uzbek language and culture and outlook from the point of view of history.

As the future teacher I will use those ways shown above in the research paper and will recommend others to use them too. In my opinion the lessons will be more affective and useful and the results of the lesson will be soon seen.

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