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**“THE QUALIFICATION PAPER  
IS ADMITTED TO DEFENCE”**

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## INTRODUCTION

Our president I. A. Karimov said that “Each person living on this holy land fights and works hard for all doing his best to bring up his children educated and good –natured, to see their happiness and prosperity”<sup>1</sup>

That’s true that current years the interest for studying and learning innovations especially foreign languages is improving. Many opportunities are given for young generation in any branch. Taking into account the opportunities I did my research on diploma work. That will be a contribution to the educational system in foreign languages comparing with Uzbek language. It will give an opportunity to raise the level of modern standards. In 2012 year on december 12, the decree “On measures to further improve foreign language learning system”<sup>2</sup> was signed by our president. The aim of this decree is to bring up knowledgeable, highly educated, modern thinking young generation.

The presented work is aimed at conducting the analysis of the idiomatic and stable phrases, expressions, the process of the information transfer in English and Uzbek languages. Every language has its own collection of expressions, phrases and wise sayings. They offer advice about how to live and also transfer some underlying ideas, principles and values of a given culture and society. These sayings are called "set expressions" . They are rarely complete sentences. These combinations of words have asymbolic meaning , they basically work with “pictures”.

Nowadays the English language is widely spreaded all over the the world. English is the language of 21st century the language of informative technologies, so while describing the English language it should be emphasized

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<sup>1</sup>Karimov.I.A. “Harmoniously developed generation is the basis of progress of Uzbekistan”, T., 1998 p-4.

<sup>2</sup>Karimov I. A. Decree “On measures to further improve foreign language learning system” 2012.

that the English language is the mother tongue of the world media. For the purpose of understanding English obviously, learners should know not only its standard vocabulary especially vocabulary of set expressions but also its dissimilar word expressing styles, proverbs, sayings, phrasal verbs, as they are used in any sphere: books, films, newspapers, formal speeches. One, looking through some papers, magazines and journals, will discover the same language to sound quite different, because we will find familiar words with unfamiliar meanings. We will face set expressions, idioms, phrasal verbs and others.

All over the world free using set expressions in speech is a difficult problem for people, learning English language as a foreign one. Idioms often cause serious difficulties even with people, who know English very well. And if they intentionally avoid using idioms, in this case their oral and written speech, most likely, will be dull and high-flown. So we think that this research is quite actual.

Set expressions make our speech more expressive, vivid, and imaginative. Having a rich vocabulary of idioms, you can not only understand shades of meaning, stylistics, emotion, but you also will enrich your speech, made it more natural, that, of course, will make your intercourse easier with foreign colleagues and friends.

In addition, knowing the standard English faultlessly learner may have difficulties in understanding. Set expression is a phrase where the words together have only one meaning that is different from the dictionary definitions of the individual words. Set expressions are the phrase that the meaning cannot be made sense of from the literal definition, but refers instead to a figurative meaning that is known only through common use, that is an expression in the usage of the language that has a meaning that two or more that means something literal meanings of its individual vocabulary words.

For example: Between a rock and a hard place: to be between two very bad problems.

This diploma paper is devoted to the study of features of the set expressions in English and Uzbek languages. Each language has its own set expressions. The meaning of any expression in one language can be synonym or equivalent with another expression in foreign language . One thing is generally accepted that interpreters don't know much about the laws and rules of right translation of set expressions. They did not have enough scientific knowledge, and some writers maintained later that translation was a problem which could never be solved. W. Von Humboldt said that all translation of set expression seems to be simply an attempt to solve an insoluble problem.

The British scientist Theodore Savory says that "...both in the original and in translation, the matter is more important than the manner,"<sup>3</sup> Russian writer Korney Chukovsky expresses his opinion that: "The translator's aspiration for succeeding semantic and stylistic identity of translation and the original is a lasting gain of the culture".<sup>4</sup>

World interpreters may say about set expressions of any language that translation is a bridge for right understanding among nations and that specialists have to know the laws and rules of engineering as well as to have the correct material for its construction at hand.

The **topic** of our research paper is "Main features of synonymy of Set Expressions in English and Uzbek languages"

The **relevancies** of the topic are:

- Presenting the clear information about the phraseological unit
- Describing general characteristics of standard English and Uzbek set expressions;
- To express colorful sides of the meaning of word combinations

**The problem:** While translating set expressions from English language into

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<sup>3</sup> Savory T., The Art of Translation, London, 1957, p.21

<sup>4</sup> Чукровский К., Высокое искусство. М., 1968, с. 61-62

Uzbek, we may find out meaning of them as a sentence but there are some difficulties to give equivalent expression, phrase or idiom.

**Object** of the research: Lexical and phraseological peculiarities of set expressions.

**Subject** of the research is the overview of phraseological units in English and Uzbek languages.

**Structure** of the research: Research work consists of the introduction and three chapters, conclusion, bibliography and appendix.

**The novelty** of the research is comparing Uzbek and English set expressions and finding out the synonymies of set expressions in two languages.

**The methods of investigation** used in this research are follows: descriptive, comparing, structural and translation.

**Theoretical value** consists in selecting and combining phraseological units, belonging to the theme “set expressions”.

**The practical value** is that the present work is a suitable manual for specialists concerned with teaching and learning English and can be used as a teaching guide for stirring up idiomatic sentences, set expressions. The results of the investigation are pointed out better understanding of the foreign language.

**The introduction** make known the general review of the whole work. It dwells on the subject, aim and tasks of the research and characterizes the material and methods of the investigation

**The first chapter** is divided into three paragraphs deals with the problem of definition of phraseological word-groups and different approaches to the general classification of the phraseological units.

**The second chapter** is divided into three paragraphs deals with synonymy of set expression in English and Uzbek languages, according to their meaning.

**Conclusion** includes the summary of the research work.

**Bibliography** includes the list of the resources.

**Appendix** includes additional pictures, informations .

## **Chapter I. The general peculiarities of phraseological units in present day English**

### **1.1 The problems of phraseological units**

In phraseology specialists deal with a number of problems. Such specialists determine phraseological units may be reduced to systems, and to this end they study the markers of phraseology. They describe the synonymy, antonymy, polysemy, homonymy, and variants of phraseology. They determine the specific features of words and word meanings in phraseological units. Specialists also define the correlation of phraseological units with parts of speech, determine the structure of phraseological units, and study the formation of new word meanings in relation to phraseology. Some linguists affirm the presence of a distinctive phraseological level in language and deal not solely with analyzing systemic interrelationships among phraseological units. Other specialists study phraseological units in their relationship with the entire lexical and semantic system of a language and with word formation. Experts in phraseology also study the stylistic differences among phraseological units. A number of methods have been developed for learning phraseological units. In academic phraseology the classification method predominates in structural and semantic description. When emphasis is on individual word components of phraseological units, research into the capacity of words to form phrases predominates, as does a dynamic approach to the description of the structure of phraseology. Other methods of classifying phraseological units correlate the structural elements of such

groups. The techniques of distributional analysis are used to describe the interrelationships of elements of phraseological units as well as the features of the units' external environment. If we say about phonetic borrowings among phraseological units it refers to the bookish style very often.

The semantic structural problems of phraseological units are formed by professor V.N. In his opinion the semantic terminating constituents are called macrocomponents of meaning. The following principal macrocomponents according to the semantic structure of phraseological units are:

The first one is Denotational (descriptive) macrocomponent. It contains the information about the reality, it is the procedure connected with categorization, the classification of phenomena on the characteristic idea about what is denoted by a phraseological unit.

The second one is Evaluational macrocomponent. That contains the information about the value denoted by a phraseological unit, what value the speaker sees in this or that object / phenomenon of the denotatum. The rational evaluation may be:

a) positive: "a home from home" - a place or situation where one feels completely happy and comfortable;

"jigaridanurdi" - sevibqoldi, fall in love;

"og'ziqulog'ida" - xursand, happy;

b) negative: "the lion's den" - a place of great danger;

"avzoyibuzildi" - xafabo'ldi, sad;

"qoniqaynadi" - jahlichiqdi, very angry;

c) neutral: "in the flesh" - in bodily form;

"almisoqdanqolgan" - eskinarsa, old thing;

"aravaniquuruqolibqochmoq" - uddalayolmasishgamaqtanish, to lie that you can do that but you cannot.

The third one is Motivational macrocomponent. It correlates with the concept of motivation of a phraseological unit. The concept "motivation of a phraseological unit can be defined as the literal reading" of a unit to be associated with the denotational and evaluational aspects. For example, the literal reading of the phraseological unit to have broad shoulders is physical strength. The notion is indicative of a person's strength becomes the base for transference and figurative use.

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<sup>5</sup>Artemova A.F. English phraseology: Special course. Tutorial/ A.F.

<sup>6</sup>www.schwabe. - Phraseological Units

“being able to bear the full weight of one’s responsibilities”.

The next one is Emotive macrocomponent. That is the contents of subjective modality in relation to what is denoted by a phraseological unit within the range of approval or disapproval. For example, “leading light in something – “a person who is essential in a particular group”. It is spoken with approval. “to lead a cat and dog life” - used to describe a husband and wife who quarrel furiously with each other many times. That’s spoken with disapproval.

The Stylistic macrocomponent points to the communicative register in which a phraseological unit is used in relation to the social-role relationships between the participants of communication:

a) formal: sick at heart - “very sad” “qovog’idanqoryog’moq”

b) informal: be sick to death - “to be angry and bored because something unpleasant has lasted too long” “o’lgudektoliqish”

c) neutral: pass by on the other side - “to ignore a person who needs help”.

Grammatical macrocomponent have the information about all morphological and syntactic features of a phraseological unit, for example, “to be in deep water” - to be in deep waters, “to take away someone’s breath” - to take smb’s breath away.

Gender macrocomponent is expressed explicitly, determined by the structure of a phraseological unit and in that case it points out to the class of objects denoted by the phraseological unit: men, women, people or both men and women. For example, compare the phraseological units “every man” and “every woman”. “Every Harry” - “every Tom, Dick and Sheila” which denote “every man” and “every woman”.

Gender macrocomponent may be expressed implicitly and it denotes the original or his/her gender. For example, “to wash one’s dirty linen in public” – “to discuss or argue one’s private affairs in public”.

The hidden presence of the gender macrocomponent in this phraseological unit is conditioned by the cultural context about traditional women’s work. The implicit gender macrocomponent is defined within three kinds of conceptual spheres. They are masculine, feminine and intergender.

If we compare, for example, the implicitly expressed intergender macrocomponent in “to feel like a member of the Royal Family” with the explicitly expressed intergender macrocomponent in “to feel as majestic as a member of the Royal Family”. The meaning is “to feel like a member of the Royal Family, or to feel as majestic as a member of the Royal Family”. Compare these phraseological units with explicitly expressed gender macro component. For example, “to feel like a member of the Royal Family” and “to feel as majestic as a member of the Royal Family”.

queen and to feel like a king”.

The problem of phraseology is also translating, learning from the vocabulary. Phraseology is the most colorful system of the sources of vocabulary enlargement and enrichment. Phraseology is the most colorful system and it designates the unusual visualization of the world by this oral community. Phraseology is the history of the nation, the customs and traditions of the people and the specific oral system. Phraseology procedures a special subsystem in the vocabulary system. The units of the system are distributed differently. For example: phraseological units, phraseologisms, set expressions and idioms. The distribution which will be distributed here is found on the fact that phraseology is considered as a separate branch of linguistics.

Phraseological units are not modeled according to regular linguistic forms, they are reproduced as “read between the lines,” a hard nut to crack”. Each phraseological unit represents a word combination of components, which make up a single specific meaning. The integrity of phraseological units is not just a combination of literal meanings of the components. The meaning is distributed between the components and is not reduced to the mere sum of their meanings. Phraseological units are defined as stable word groups with a specialized meaning of the whole. The meaning is completely transferred. Some features are usually stressed by this definition:

- Stability, the basic quality of all phraseological units. The usage of phraseological units is stable to free variations, and grammatical structure of phraseological units is also stable to a certain degree. “blue tape”, but not “red tapes”. Phraseological meaning may be motivated by the meaning of the components, but is confined. Stability makes phraseological units more similar to words, rather than free combinations. Correct understanding of the units depends on the background information.<sup>7</sup>
- Idiomaticity, the quality of a phraseological unit, when the meaning of the whole is not equal to the sum of the meanings of the parts.
- Reproducibility is a regular use of phraseological units in speech as single unchangeable units.

The scientist V.V. Vinogradov developed some points about phraseology to clarify the types of phraseological units. The classification is the connection existing between the meaning of the whole and set expressions and the meaning of its component parts. The degree of inspiration is determined by the rigidity, indivisibility, and semantic unity of the expression, with the possibility of exchange of components.

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<sup>7</sup>Smith L. «Words and Idioms». 1976

order of components, and of substituting the whole by a single word. As stated by the typ are three types of phraseological units are suggested: phraseological combinations, phras phraseological fusions.<sup>8</sup>

The first one is **Phraseological combinations**. They are concerned as partially motivated component which used in its direct meaning while the other is used figuratively. For demand, meet the necessity, happen the requirements. In this group of phraseological un are probable which do not abolish the meaning of metaphoric element. For example: “to a success, to lose success”. These substitutions above are not synonymical and the m changes, while the meaning of the noun success and the verb meet are kept intact.

The second one is **Phraseological unities**. They are much more abundant. They are concern motivated. Their meaning can usually be recognized through the metaphoric me phraseological unit. For example: “to stick” the meaning is to stand. “to one's guns” – to statements or opinions in the aspect of antagonism, implying courage and integrity.

The third one is **Phraseological fusions**. They are concerned as completely non-m signifying the highest degree of blending together. The meaning of components is tot meaning of the whole, by its expressiveness and emotional properties. Phraseological fu every language and do not lend themselves to literal translation into other languages, expensive but useless thing.

To understand types of transference of phraseological units is also problem for stud transference is a complete or partial change of meaning of a primary word-combination as word-combination acquires a new meaning and turns into a phraseological unit. Phraseol based on simile, metaphor, metonymy, synecdoche and so on.

The transference which is based on simile is the intensification of some feature of an phraseological unit by means of bringing it into contact with another thing belonging to class, “as like as two peas, as old as the hills.”

The transference which is based on metaphor is a likening of one action of reality to another with it on the basis of real or imaginable resemblance, “to bend smb to one's bow – to one's long rest” – to die.

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<sup>8</sup> www.bohemika.com - Phraseological combinations and fusions

The transference which is based on metonymy is a transfer of name from one object to another by the contiguity of their properties and relations. The transfer of term is conditioned by close proximity of objects, the idea about one object is inseparably linked with the idea about the other object. The expression "a rich, well-dressed man" – is based on the replacement of the genuine object (a man) by the name of a thing which was very fashionable and popular among the men in the past.<sup>9</sup>

Synecdoche is a variety of metonymy. Transmission based on synecdoche is naming by parts, the replacement of the common by the private, of the plural by the singular and vice versa. The expression "surface and blood" in the phraseological unit "in the flesh and blood" meaning – in a material way, integral parts of the real existence replace a creature or any living being.

## 1.2 The principles of phraseology in modern lexicology

Phraseology is a division of lexicology which studies phraseological units, that's called phraseologisms or idioms in foreign linguistics. All phraseological units differ from each other according to semantical side and structural side:

- a) they supply a single concept and their meaning is idiomatic, it is not a simple, total of components;
- b) phraseological units are characterized by structural invariability no word can be removed from a component of a phraseological unit without destroying its sense (to have a bee in one's bonnet);
- c) phraseological units are not created in oral speech but used as ready-made units. The expression "the ice between us was broken" is a phraseological unit. The phraseological unit can be divided into individually structured elements and transformed slightly. "The ice between us was broken" instant he was thinking how natural and unaffected her manner was now that the ice between us was broken".<sup>10</sup>

I found this man in a kind of seizure, and went for help. This broke the ice between us. He was so chatty, without either of us knowing the other's name.<sup>11</sup>

Professor A.Smirnitsky<sup>12</sup> categorizes phraseological units according to the function. He distinguished two groups : a) phraseological units and b) set expressions.

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<sup>9</sup>Смирницкий А.И. Лексикология английского языка. М., 1956.

<sup>10</sup> Th. Dreiser, 'An American Tragedy'

<sup>11</sup>Н. Pollitt, 'Serving My Time'

<sup>12</sup>Смирницкий А. «Лексикология английского языка» М., 1996

When we compare with set expressions, phraseological units are neutral, non-metaphoric, e.g. "up, fall asleep, to take to drinking". Set expressions are concerned as metaphoric, stylized, e.g. example: "to take the bull by the horns, to beat about the bush, to bark up the wrong tree". Scientist Smirnitsky differentiates one-summit or one-member and many-summit or many-member. Examples of phraseological units, depending on the number of notional words: "to carry the day" (nafratvayoqtirmaslikkasababbo'lish), "to carry the day" (niyatqilinganmaqsadgaerishish), "all one's eggs in one basket".

Scientist N. N. Amosova<sup>13</sup> categorizes phraseological units according to the type of any context. Units are marked by fixed context, which can't be changed. Two groups are singled out: fixed and free expressions.

1. Prasemes consist of two components one of which is phraseologically bound, the other is in a decisive context: "green eye", "green hand", "green years", "green wound".
2. Set expressions are characterized by idiomaticity: their meaning is made by the whole, not by mere combination of the meanings of its components: "red tape" (official rule and procedure), "mare's nest", "to pin one's heart on one's sleeve".

Scientist Koonin's opinion is based on the function of the phraseological unit in communication. Units are classified into four categories: nominative, nominative-communicative, adverbial, and communicative:

1. Nominative phraseological units are units denoting objects, phenomena, actions, states, etc. They can be:
  - a) substantive - a snake in the grass (unpleasant person who can't be trusted), a bitter pill to swallow;
  - b) adjectival - long in the tooth (to be old, too old to do something);
  - c) adverbial - out of a blue sky, as quick as a flash;
  - d) prepositional - with an eye to;
2. Nominative-communicative units contain a verb: to dance on a volcano, to set one's feet on a firm ground (qandaydirnoyobishqilmoq), to know which side one's bread is buttered, to make (someone) a grave, to put the hat on smb's misery;
3. Interjectional phraseological units express the speaker's feelings and attitude to things.

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<sup>13</sup>Амосова Н.Н. Основы английской фразеологии. - Л., 1963

fish!, Good God! God damn it! Like hell;

4. Communicative phraseological units are represented by proverbs as “An hour in the morning is worth two in the evening”; “Never say “never”” and sayings. Sayings, unlike proverbs, are not evaluated as “That's another pair of shoes! It's a small world”;

Some linguists don't contain set expressions and sayings into their classifications. Other classifications are based on that:

- 1) like in phraseological units their components are certainly not changed;
- 2) phraseological units are often formed on the basis of proverbs and sayings (A drowning man - to clutch at a straw).

In dictionaries of set expressions the traditional and oldest principle for classifying phraseological units is the thematic principle is used.<sup>14</sup>

According to their origin phraseological units are divided into native and borrowed:

Native phraseological units are connected with countries, realia, traditions, history: By bell and trowel

To native phraseological units also belong familiar quotations came from works of literature

of native phraseological units are created from professional terminologies or jargons: one is up/over lay one's cards on the table hold all the aces (terms of gambling).

Borrowed phraseological units come from several sources. A great amount of units were borrowed from mythology and literature: the golden age (oltinasr). They are international in their character.

Scientist I.V. Arnold compares phraseological units with a word in lexicology.<sup>15</sup> There is a need for criteria distinguishing set expressions not only from free set expressions but from compounds.

One of these criteria is the formal integrity of words which had been repeatedly stated and demonstrated by an example with the word breakfast borrowed from W.L. Graff.<sup>16</sup>

Contextual analysis and diachronic observations. He is interested in gradation from free word to compound principle to compound and then simple word. In showing the borderline between a word and a phraseological unit

W.L. Graff mentioned about the word “breakfast” derived from the set expression “to break one's fast” was a verb with a specific meaning essential to it only in combination with fast which means “to eat food”. Henceforth it is possible to say: And knight and squire had broke their fast . T

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<sup>14</sup>Buranov D.J, Muminov A. “A practical course of English lexicology” Tashkent Ukituvchi, 1990.159 p.

<sup>15</sup>И. В. АРНОЛЬД “Лексикология современного английского языка” . Москва «Высшая школа» 1986.

<sup>16</sup>Arnold I. V. The English Word. - М.: Высшая школа, 1973

**phrase** and not a **word** is clearly designated by the conjugation treatment of the verb and of the noun. With an analytical language like English this conjugation test is, unfortunately, not appropriate.

That can also be misleading to be directed in distinguishing between set expressions and semantic considerations, there being no difficult principles for differentiating between one a combination of two or more concepts. The references of module words are lost with an expression, no less than within a compound word. For example, the difference in this reveals a point of assessment and the compound viewpoint. And if there will be any, criteria which can help to estimate it.

Together with semantic unity many scientists mention the unity of syntactic function. The role is obvious in the predicate of the main clause in the following quotation from J. W. Waugh: "...the government we had in those days, which were the world's richest country, didn't give a damn whether the kids grew up with rickets." This syntactic unity, however, is not specific for all set expressions.

Two types of substitution checks can be useful in producing us the points of similarity among the words and set expressions. In the first process a whole set expression is replaced by a synonymous word in such a way that the meaning of the word remains unchanged. "He was - he was gloomy. In the second type of substitution quiz only an element of the set expression is replaced: white as chalk - (as) white as milk - (as) white as snow; or it gives me the blues - it gives one the blues. In this second type it is the set expression that is retained, although its referential meaning may change.

When applying the first type of procedure one gains a criterion for the degree of equivalence between a set expression and a word. One more example will help to make the fact clear. The set expression "Exhausted with hard riding, sir" is substituted by a single word exhausted: "Exhausted, sir. Delivered by a corporal of the same regiment." The last sentence may be changed into "Exhausted with hard riding, sir" and still keep their meaning and remain grammatically correct. The possibility of this substitution indicates that the set expression is a word equivalent.

Conversely, there are cases when substitution is not possible. The set expression red

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<sup>17</sup> <http://www.allbest.ru/>

<sup>18</sup> <http://www.ranez.ru/>

equivalent in Uzbek buyrakratiya, but in English it can be substituted only by a free enumeration of political evils in the example below red tape, although syntactically equivalent nouns used as homogeneous members, can be substituted only by some free phrase, such as official routine. For example:

Burgoyne: And will you wipe out our enemies in London, too? Swindon: In London! What? Burgoyne (forcible): Jobbery and snobbery, incompetence and Red Tape .

In this circumstance the unity of syntactic function is present also, but the standard of equivalence word cannot be applied, because substitution by a single word is unbearable. That kind of equivalence is therefore only comparative, it is not universally applicable and cannot be accepted as a defining these units. The equivalence of words and set expressions should not be taken too far as a useful abstraction, only in the common sense we have stated.

The main point of dissimilarity between a word and a set expression is the divisibility of the separately structured elements which is contrasted to the structural integrity of words. As words in being familiarized into speech ready-made, a set expression is different from the resolved into words, whereas words are resolved into morphemes. In compound words the methods are more advanced. The methods and criteria serving to recognize compounds and distinguish them from other groups of words, no matter how often used together, have been pointed out in the chapter Morphological divisibility is obvious when one of the elements is subjected to morphological changes, the last one as in a compound word. This problem has been investigated by N.N. Amosov and others.

A.V. Koonin<sup>19</sup> shows the possibility of morphological changes in adjectives forming part of set expressions. It goes without saying that the possibility of a morphological change cannot be a distinctive feature, because it may take place only in a limited number of set expressions: The question of syntactic ties within a set expression is even more controversial. All the members of set expressions represent one member of the sentence, but opinions differ as to whether this is due to no syntactical ties within set expressions themselves. Actually the number of words in a set expression is not necessarily equal to the number of its members.

The existence of syntactical relations within a set expression can be proved by the problem

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<sup>19</sup>Кунина А.В. Англо-русский фразеологический словарь, М., 1956

transformations however limited or inversion of elements and the substitution of the variable without destroying the set expression as such. By a variable element we mean the element which is structurally necessary but free to vary lexically. It is usually indicated in dictionaries, pronouns, frequently inserted in round brackets: “make somebody’s hair stand on end” amazement or fright to another person. The word in brackets can be freely substituted: make (reader’s) hair stand on end.

The classification of constant elements may be broken and some additional words inserted into the set expression, do not destroy it, but establish syntactical ties with its regular elements, chiefly limited to verbal expressions.

The chairman broke the ice - Ice was broken by the chairman;

Has burnt his boats and ... - Having burnt his boats he ...

Pronominal substitution is illustrated by the following example: “Hold your tongue, Lady good fool.”<sup>20</sup> All these facts are convincing manifestations of syntactical ties within the set expression. Having the same elements these units can change their morphological form and syntactical function, they can be called changeable set expressions, as contrasted to stereotyped or unchangeable set expressions which undergo no change either morphological or syntactical. All these examples proving the divisibility of set expressions throw light on the difference between them and words.

### **1.3 Features of set expressions in phraseological units**

The specific features of set expressions in phraseological units is to improve their stability. Their qualities are the euphonic, imaginative and connotative. That’s often pointed out that many of them are definitely rhythmical, contain alliteration, rhyme, imagery, contrast which are based on sound. These features have always been treated from the point of view of style and expressiveness. Their communicative function is perhaps no less important. All these qualities ensure the strongest possible effect. The constant elements, give them their peculiar muscular feel, so that in pronouncing something like a set expression a speaker can enjoy some release of pent-up nervous tension. We will look at the following

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<sup>20</sup>N. Marsh, quoted by N.N. Amosova. Амосова Н.Н. Основы английской фразеологии. - Л., 1963

would come back to her safe and sound. Safe and sound is somehow more reassuring than the word uninjured, which could have been used.

Such kind of euphonic and connotative qualities are also prevent substitution for another word, however not semantic, reason - any substitution would eliminate the euphonic effect. For example, the result of synonymic substitution in the above alliterative pair safe and sound and uninjured has the same denotational meaning but sounds so dull and trivial that the phrase is destroyed and one is justified in saying that safe and sound admits no substitution.

The rhythmic capacities are characteristic of all set expressions. They are especially noticeable in phrases like far and wide, far and near “many places both near and distant”; by fits and starts “irregularly”; a soul “with complete devotion to a cause”.<sup>21</sup> Rhythm is united with repetition in the following phrases: more and more, on and on, one by one, through and through. Alliteration occurs in phrases like rack and parcel -an essential and necessary part; with might and main -with all one’s powers; a fall of neglect and collapse; then and there- at once and on the spot; from pillar to post- in a row; a pound, head over heels; without rhyme or reason- pick of the pops, a bee in one’s eye, and so on, and so wherefore. It is interesting to note that alliterative phrases often cover obsolete elements, and in the above expressions these are main, an obsolete synonym to might, and rack, probably a

One of the elements turn out to be outdated and falls out of the language, demotivated. However, this, paradoxical though it may seem, also tends to develop the stability and constancy of the language. The process is complicated, because the preservation of obsolete elements in set expressions is supported by all the features mentioned above. Some more examples of set expressions containing obsolete elements are hue and cry -a loud clamour about something (a synonymic pair with the obsolete word hue); lurch-to leave in a helpless position (with the obsolete noun lurch meaning “ambush”); a whit (with the obsolete word whit — a variant of wight “creature”, “thing” —not used outside of set expressions meaning “the smallest thing imaginable”).<sup>22</sup>

Rhyme is also characteristic of set expressions: fair and square-honest; by hook or by crook-right or wrong (its elements are not only rhymed but synonymous). Out and about—“about” about a convalescent person. High and dry was originally used about ships, meaning “aground”. At present it is mostly used figuratively in several metaphorical meanings: “is

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<sup>21</sup> Collins V. «A Book of English Idioms» 1981

<sup>22</sup> Collins V. «A Book of English Idioms» 1981

help”, “out of date”. This capacity of developing an integer (undivided) transferred a feature that makes set expressions similar to words.<sup>23</sup>

The semantic and stylistic peculiarities diminishing set expressions into units of stable simile, contrast, metaphor and synonymy. For example: *as like as two peas, as old as the hills* (simile);

*from beginning to end, for love or money, more or less, sooner or later* (contrast); *a lame arms race, to swallow the pill, in a nutshell* (metaphor); *by leaps and bounds, proud and haughty*

In addition, more combinations of different peculiarities in the same phrase are:

*as good as gold, as pleased as Punch, as fit as a fiddle* (alliteration, simile); *now or never* (alliteration and contrast). More rarely there is an intentional pun: *as cross as two sticks*

That play upon words makes the phrase jocular. The witty effect is created by the absurdity making use of two different meanings of the word.

According to a linguistically cognisant mind most set expressions tend to keep their history. The awareness of their history can harvest rewarding hearing them. Very many examples of metaphors linked with the sea can be quoted: *be on oars, sail close to the wind, smooth sailing, weather the storm.*

Those connected with agriculture are no less expressive and therefore easily remembered: *plough a lonely furrow, reap a rich harvest, thrash (a subject) out.*

Aimed at all practical determinations the border between set expressions and free phrases that is to be kept in mind is that there are also some structural features of a set expression: invariability. There are, of course, other cases when set expressions lose their metaphorical meaning having preserved some fossilised words and phrases, the meaning of which is no longer understood. For example, the expression *buy a pig in a poke* may be still used, although *poke* “bag” (or *poke*) does not occur in other contexts. Expressions taken from obsolete sports and occupations may also have a figurative meaning.

According to such states the euphonic potentials of the set expression are even more important. An irreducible set expression is also unforgettable. The feeling of muscularity of potential in battle cries. Saint George and the Dragon for Merrie England, the medieval battle cry

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<sup>23</sup>И. В. АРНОЛЬД “Лексикология современного английского языка” . Москва «Высшая школа» 1986.

to which a man on a horse could swing his sword. The current Scholarships not battleship scanned by a marching crowd.<sup>24</sup>

Set expression is a scheme of words which expresses the different meaning as a group. That will be if learner understood each word separately. Set expressions can add color helping us to emphasize meaning of them and to make our observations, decisions and expressions interesting. They are also very useful tools for communicating a great deal of meaning in just a few words. Knowing whether an expression accepts a literal meaning or an idiomatic meaning is important in language processing presentations that require some sort of semantic interpretation.

Set expressions are pervasive in all styles of language use. The problem they show computational linguist is not the fact that their meaning cannot be worked out by the computer if it were not for other factors this could be overcome by treating them as “big” lexical items on a list in a fairly straightforward way.

Set expression does not mean what it literally said. We cannot understand the meaning of a set expression putting the meanings of each word from which consists phrase together. Put a set expression is a fixed expression whose meaning cannot be taken as a combination of its component parts. Thus, the common phrase *kick the bucket* has nothing to do with either kicking or buckets but means simply, “to die”.

The meaning of set expressions not only as a unit but has lexical and grammatical constants. At the individual words of vocabulary, it may not even make sense grammatically. According to some, a set expression is an institutionalized expression which overall meaning does not correspond to the meanings of its component parts. Many idioms are intuitively nontransparent: their meaning is not obvious without a special context or previous exposure. In spite of that, very few set expressions are transparent.

The structure of set expressions are not mixed in form. One part of the phrase is constant. For example, *somebody has been around the block a few minutes*. That can be said without the constant part although the meaning remains the same. This technique is also used for set expressions called clichés and are therefore often shortened, such as *you can lead a horse to water, but you can't make it drink*. Some set expressions or phrases can have any word inserted, depending on the context.

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<sup>24</sup>И. В. АРНОЛЬД “Лексикология современного английского языка” . Москва «Высшая школа» 1986.

<sup>25</sup><http://www.allbest.ru/>

describing. For example, in the set expression *the... of somebody's dreams* the underlined part shows the range of nouns, adjectives and so on which could be inserted is unlimited.

Other than that, the main set expression can have several less widespread versions. For example, *cakes (go like hot cakes)*. It shows that set expressions are not frozen units. In idiomatic expressions there also could be found some changes.

It has been widely expressed that the individual words in a set expression cannot be replaced and still retain the idiomatic reading of the expression. This is what qualifies them as fixed expressions. In idiomatic discourse, a speaker can use synonymy to produce a new sentence with the same meaning. That means that changing a word from the set expression with its synonym we will not get a new expression. In spite of that, set expressions can be synonymous among themselves.

For example:

*John kicked the bucket.*

*John kicked the pail.*

One thing that is readily noticeable about set expressions is that many seem to undergo transformations that similar non-idiomatic constructions can readily undergo while retaining their idiomatic meaning.

For example:

*John kicked the bucket.*

*The bucket was kicked by John.*

In spite of that verdict or sentence is transformed its meaning remains the same repeated. This can be found in all categories of set expressions.

According to the categories set expressions are classified into several groups. One of them is set expressions or phrases are derived from the names of body parts and bodily functions:

- *cover one's back* – ortiniyamabyurish (do something to protect yourself from blame; keyinchalikbo'ladigantanqidvaayblovlardansaqlanishuchunqilinadiganish)
- *blood, sweat, and tears* – joninijabborgaberish (great personal effort; yuksakinsoniyharakat)
- *in cold blood* – sovuqqon (without feeling; xissizbefarq)
- *feel (something) in one's bones* – badanidano'tibketti (sense something, have an intuition; kuchlisezgi.)

Other big group of set expressions derived from animals names:

- *as weak as a kitten* –ammamnibuzog’iday (weak, sickly;ojiz, kuchsiz, lapashang)
- *hit the bulls-eye* - to reach the main point of something;nimaningdirkeraklinuqtasigaerish
- *dog-eat-dog* - ready or willing to fight and hurt others to get what one wants;
- *monkey see, monkey do* - someone copies something that someone else does.

The third big group is set expressions derived from food and preparing it:

- *full of beans*- to feel energetic, to be in high spirits;
- *grist for the mill*- something that can be used to bring advantage or profit;
- *take the cake*- to be the best or worst of something;
- *cook (someone's) goose*- to damage or ruin someone.

Those are three the most common groups of set expressions in English language. All these are related to daily life events. They have risen from daily repetitive, from following the animal’s behavior and human’s body reaction to different situations. They are often used in every day’s speech and are understandable.

Other set expressions are quite rare in English language. For example:

One rarer group is set expressions based on crimes and police as well:

- *behind bars* - to be in prison;
- *new sheriff in town* - a new authority figure takes charge;
- *after the fact*- after something (a crime etc.) has occurred.

These expressions are quite difficult to understand. For example, idiom *new sheriff in town* is understood as a fact that a town has really got a new sheriff.

The category with common names in idioms is not the smallest one but it is not the most common one either. We could say with some exceptions.

For example, idioms are widely known and understandable as well as common used in English language. In this category we will analyse in our work.

- *Achilles heel* - a person's weak spot;
- *Adam's apple* - a bulge in the throat, mostly seen in men.<sup>26</sup>

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<sup>26</sup>Buranov G.B., Muminov O.M. “A Practical course in English Lexicology” Tashkent – 1990

To sum up the paragraph, set expressions are classified into several groups derived from parts, animal and food. The memorability of a set expression, as well as its unity, is assisted within the expression such as rhythm, rhyme, alliteration, imagery and even the music when speaking them.

## **Chapter II. Characteristic features of synonymy of set expressions in English and Uzbek**

### **2.1 Lexical differences of synonymy set expressions in English and Uzbek**

This work is devoted to lexical analyzing of English set expressions and its synonymies in Uzbek language. Phraseological unit or set expression of any language is a phrase or idiom whose total meaning differs from the meaning of the individual words. For example: “to blow one's top”- get angry, “behind the eight ball”- in trouble, are English - language expressions. In Uzbek language the synonymies of

that phrases are “fig'onifalakkachiqmoq” (jahlichiqish-get angry) and “boshiniqayoqqaurishnibilmayqolish”(qiyinvaziyatgatushibqolish- to be in trouble). We can see here both two languages beautiful synonymy expressions but lexical differences. They are similar by its meaning but different by its lexical side. Because the intonation, words and lexical peculiarities are not similar. Set expressions come from language and generally cannot be translated literally or word for word. Foreign language students must learn them just as they would learn vocabulary words.

There are three aspects of lexical differences: language form, language meaning, and language in context between two English and Uzbek languages. Uzbek phrases have two sides: a) emotional-expressive b) non emotional-expressive.

Uzbek phraseology is connected with the name of scientist Sh. Rakhmatullayev.

He did great works, searching and wrote many books as

“O`zbektiliningizohlifrazeologiklug`ati”  
 “O`zbektiliningqisqachafrazeologiklug`ati”  
 “O`zbekfrazeologiyasiningba`zimasalalari”,  
 “Основныеграмматическиеособенностиобразныхглагольныхфразеологичес  
 кихединицсовременногоўзбекскогоязыка”, “Hozirgizamono`zbektili”,  
 “Frazeologikbirikmalarningasosiyma`noturlari” and others.

Usually, the connection of two or more than two words according to lexic, semantic, and grammatic categories are divided into three parts and they express any imagination of words, complete sentences, phrases, set expressions:

1. Free word group connection
2. Pair word group connection
3. Connection of phraseologisms

There are some examples below of the synonymy of set expressions in English and Uzbek languages:

“Come to a head”- “boshida yong`oq chaqish”  
 “fall into someones hands”-“chizgan chizig`idan chiqmaslik”  
 “be weak in the head”-“aqlini yemoq”  
 “get out of hand”-“o`zini yo`qotib qo`yish”  
 “to burn the candle at both ends”-“boshi bilan sho`ng`ib ketmoq”,  
 “jonini jabborga berib”  
 “bound hand and foot”-“qo`l oyog`i bog`langan”  
 “sweep someone off their foot”-“jigaridan urish”, “boshini aylantirish”  
 “From head to foot”-“boshdan oyoq”  
 “laugh one`s head off”-“ustidan kulish”  
 “have rocks in one`s head”-“aqlan ozmoq”  
 “hand in hand”-“qo`lni qo`lga berib”  
 “be dead on one`s feet”-“xoldan toymoq”  
 “use one`s head”-“kallani ishlatmoq”  
 “take something in hand”-“nimanidir o`z yelkasiga olish”, “zimmasiga olish”

“under the weather”-“dami ichida”, “ko’ngliga qil si’g’maslik”  
 “cat got yur tongue”-“og’ziga talqon solish”, “og’zida qatiq uvitish”  
 “put one’s foot in the mouth”-“dilini siyoh qilish”  
 “whizz”-“ustasi farang”  
 “jack of all trades”-“ustasi farang”  
 “cool as a cucumber”-“dunyoni suv bossa to’pig’iga chiqmas”,  
 “parvoyiga kelmaslik”  
 “in seventh heaven”-“yettinchi osmonda uchmoq” (Appendix 1)

Set expressions as multiword chunks consisting of elements that are lexically and syntactically bound together can have a variety of distinctive features. The most frequently features of set expressions:

- Compositeness
- Institutionalization
- Semantic opacity

The feature of compositeness to the multiword character of idiomatic set expressions, while the institutionalization is connected with the conventionalized nature of the lexical items, being the end result of initially set expressions. The semantic opacity, on the other hand, reflects the non-literalness of set expressions. The concept of institutionalization varies from the extremely frequent expressions, such as *of course* to the fairly rare, such as *cannot cut the mustard-go’lidan kelmaslik*.

The majority of multiword expressions in English need to conform to the grammatical rules. Furthermore, that’s pointed to the culturally salient encoding aspect, stating that an expression captures some phenomenon prominent in the collective consciousness, such as *blue blood-zoti toz* referring to “aristocratic birth”.

That’s taken into account the properties of idiomatic set expressions dealing with:

- conventionality

- figuration
- proverbiality
- informality and effect.

The concept of conventionality appears to be the fundamental characteristic and the most reliable criterion in terms of sorting the set expressions out. It can be understood as “conforming to accepted standards“. In order to add vividness or beauty to the idiomatic expressions, a variety of figurative means is used, such as metaphor, metonymy, hyperbole or simile. Proverbiality, on the other hand, reflects folk wisdom and can describe or implicitly explain situations associated with particular social interests. Informality implies considerations on relatively informal and colloquial registers and speaker’s attitude.

As far as the figurativeness is concerned that is the conventionalized meaning that sets idioms apart from other figurative expressions, such as similes and metaphors. The distinction is not always precise, because many set expressions are dead or frozen metaphor-figurative expressions which have acquired conventionalized meanings.

The conventional character of the institutionalized expressions in terms of their recognition and acceptance as lexical items of the language.

Other relevant features :

- Relative lexico-grammatical fixedness
- Ready-made reproduction
- Functional unity

It has to be pointed out, though, that not all these features are present to the same degree in each set expression. It is the syntactic flexibility that is of a high importance in terms of set expression comprehension and use. In compliance with this notion, some idioms can appear in both active and passive forms. This syntactic flexibility involves also the possibility of some constituents to be referred to anaphorically by the pronoun *it*. The degree of fixedness is an independent parameter of phrasemes as far as restrictedness of selection and

irregularity of combination are concerned. The principles that govern the ways in which idioms can be varied lexically and syntactically have yet to be formalized.

There is a variety of criteria according to which set expressions can be classified. That's pointed by scientists of many different aspects that need to be taken into consideration in an attempt to carry out an overall classification. Specialists mentioned the lexic, semantic and constructional point of view, fixedness and variability, function, stylistics and etymology. However, the understanding of set expressions by particular linguists varies and therefore dissimilar categorizations arise.

With regard to the compositionality of set expressions that's suggested the following division:

*Non-compositional set expressions* – there are no relations between the set expression's constituents and the set expression's meaning cannot be discerned

*Partially compositional set expressions* – there are some relationships between set expression's constituents and its idiomatic meaning can be discerned and exploited

*Fully compositional set expressions* – the constituents correspond directly with their idiomatic referents

There are some following the same criteria:

Normally decomposable set expressions that are analyzable and imply conventions whereby each of the idiom's constituents can be used to refer to the idiomatic

referent: *break the ice – o'zini o'z uyidagidek his qilmoq*

*pop the question – qo'lini so'ramoq*

*Abnormally decomposable set expressions* - where we are able to classify this relation only by virtue of conventional metaphors that govern the mapping from constituents to idiomatic meanings: *hit the ceiling – g'azab otiga minmoq*

*Nondecomposable set expressions*- that represent the group of opaque set expressions, however, sees the concept of compositionality in a different light. That's considered free combinations as compositional, collocations as semi-compositional and set expressions proper as non-compositional.

Based on the level of transparency, set expressions can be classified according to the extent to which the meaning of an idiom can be derived from the meaning of its particular constituents. That's refers to:

*Opaque set expressions* - where the relations between set expression's constituents and its meaning may be opaque, but the meanings of individual words can nevertheless constrain both interpretation and use.

*Transparent set expressions* - where there are one-to-one semantic relations between the set expression's constituents and components of the set expression's meaning.

The lexemic set expressions include:

Phrasal verbs – the constituent structure of this type of set expression is always verb adverb.

Tournure set expressions – consist at least of three lexemes, having a compulsory *it* in a fixed position between the verb and the adverb.

Irreversible binominal set expressions – defined as a formula consisting of parts A and B the order of which cannot be reversed .

Pseudo-set expressions – all lexemic expressions one of whose constituents is a fossilized term that does not make any sense on its own.

Taking into account the notion of invariability, scientists offer a classification of idiomatic expressions as follows:

Pure set expressions – conventionalized, non-literal multiword expressions, the non-literal meaning is imposed on the set expression as a whole:

*spill the beans-fosh qilmoq, oshkora aytmoq*

Semi-literal set expressions – include one or more literal constituents where at

least one has a non-literal subsense.

Literal set expressions – meet the essential criterion for set expressions, which is invariability or restricted variation, they are less semantically complex than pure and semi-idioms: *on the contrary-qarshi chiqmoq*

A comparative analysis of set expressions is based on a confrontation of a source and a target language with the aim of finding parallel lexical items. Idioms of two different languages can be approached either from the systematic linguistic point of view- contrastive approach or from the point of view of translating idioms in literary texts-translation approach.

In the contrastive approach set expressions of learners are compared with set expressions of high level learners, the focus being placed on the mutual equivalence and language interference. Differences may occur in the form, content, meaning and usage of individual words and expressions. Contrastive phraseology reveals that when comparing set expressions of two different languages, two types of equivalents are recognized - phraseological or non-phraseological (word, collocation or periphrasis). Set expression either has its idiomatic counterpart in the target language or an idiomatic equivalent is not available because it either does not exist or the reality described by the set expression is not known in the target language. Such expression can be then substituted by a non-idiomatic counterpart, periphrasis or calque. As far as the degree of equivalence is concerned. Scientists propose three basic types:

Absolute equivalence – set expressions that literally correspond in several languages and come from the same source allowing for some variations, however, mutual correspondence prevails.

Relative equivalence – set expressions have identical or very close meaning but different lexical items.

Non-equivalence – set expressions that do not have their idiomatic equivalent and need to be substituted by a word, collocation or description.

Within the spheres of absolute and relative equivalents are distinguished

between the identical and close equivalents on the one hand, and partially and totally differentiated equivalents on the other.

The degree of similarities and differences between the idiomatic expressions will be in this thesis explored and sorted into the following categories:

Absolute equivalence – the idioms in both languages are identical in terms of semantic, lexical and formal level

Close equivalence – in this group belong set expressions with a certain extent of varieties, however, these are not considered as substantial, such as morphological deviation (different grammatical case or preposition, use of singular in one idiom and plural in the other, use of compounds as opposed to single words)

Partial equivalence – the set expressions are semantically equivalent but realized with different constructions (use of different lexical means, different body lexeme, different syntactic structure, holonyms or meronyms)

Non-equivalence – these set expressions do not have any equivalents and are expressed non-idiomatically. The above listed categories will be more elaborated on in the practical part of this thesis.

## **2. 2 Semantic peculiarities of synonymy set expressions in English and Uzbek languages**

There are given some English set expressions which are common use in people`s speech and their semantic comparison with the Uzbek language. We use some synonymies of the word set expression as idiom, phrases. The word “idiom” was taken from Latin language “idioma” or it can be translated as a special property. An idiom or set expression is a phrase which a couple of words come together and mean complete meaning in the sentences. So, their meanings are different from the dictionary definition. Actually we can't translate the set expressions word by word, we must translate the whole expression and they express one complete meaning according to their use. It's not hard to learn set expressions for native language learners. Hence it can be hard to learn for English as foreign language learners. Native language learners

are acquired to all language patterns which are happening in their language, but foreign language learners have to study all aspects of set expressions when they want to learn the language perfectly. There are thousands of set expressions and they occur frequently in all languages.

We worked on synonymy of set expressions in English and Uzbek languages in order to make semantic research between them:

“a piece of cake”-“xamirdan qil sug’urganday”

“cheese someone off”-“jig’iga tegish”

“zip your lip”-“mum tishlash”

“to kick the bucket”-“joni chiqmoq” “hayotdan ko’z yummoq”

“bring home the bacon”-“aravani tortmoq”

“wolf in sheep’s clothing”-“ko’zining yog’ini yemoq”,

“(o’zini do’st ko’rsatib) orqadan pichoq urmoq”

“heart of gold”-“ochiq ko’ngil”

“barrel of laugh”-“bahri dili ochilish”, “og’zi qulog’ida ”

“all ears”-“qulog’im sizda”

“green with envy”-“rashkdan o’t bo’lib yonmoq”

“storm in a teacup”-“ota go’ri qozixonami?”

There are estimated to be at least twenty-five thousand idiomatic expressions in English language. We use set expression in a particular situation in our daily life. The set expressions are divided into two types according to its meaning: figurative and literal meaning.

The figurative meaning of set expressions are common usage it within people and their speech. Literal meaning conveys to its usage in books, fiction books and other literatures. Sometimes we are able to translate the English set expressions into phrases in our language. They can be close only with their meaning and use. We did some analysis of set expressions in English and Uzbek languages. They are as follows: “She is pulling my leg”- here the expression is “pulling my leg” and it means to trick somebody by telling something untrue. In Uzbek language we have also this kind of set expression and its meaning is very similar. We say it

“Qulog’igalag’mon ilmoq”<sup>27</sup>. This set expression means that to tell a lie or persuade and promise someone on doing incredible thing for him or her. Some examples are given here which are existed in other languages too. “You should keep an eye out for that”- “to keep an eye out for that” is set expression and it means to maintain awareness of something. Moreover, it expresses the attentiveness while you are doing something when you use it as a functional meaning. In *semantic* use of this set expression is using the word “eye” to mean carefulness for something or for doing something and also using a phrasal verb “to keep on”. It means to continue doing something. Set expressions are all fixed and can mean one general meaning. “Why are you feeling blue”- it means that why someone is feeling sad. The set expression is “to feel blue”. The word “blue” doesn’t mean the color. Hence it has an adjective meaning. The next set expression is also has very close meaning to Uzbek language: “I can’t keep my head above water”- the expression is “to keep my head above water” and it means to manage something hardly in a particular situation. In Uzbek language this expression is close to this idiom: “Suvdanquruqchiqmoq”<sup>28</sup>, *semantically* using the word ‘water’ in English as it is “suv” in Uzbek language.

Set expressions are semi-fixed expressions that are typically used in a sense. For example in the sentence “it is raining cats and dogs”, there are obviously no real cats and dogs involved. It involves to rain very heavily. All languages are full of expressions and native speakers use them spontaneously without thinking about their figurative meaning. Language learners find expressions hard to understand and use them in their speech. So, they will have to learn them by hard by analyzing their meaning and their use in the context or life situation . Linguists used to believe that set expressions were completely arbitrary -based on random choice or personal whim, rather than any reason or system: that is, you couldn’t know or understand their meaning from the words they consist of. The words in the expressions usually come inseparable and express one unique meaning according their use.

A helpful way of remembering set expressions is to group them according to the domain-specific areas of experienced that they are derived from, as follows the set expressions derived from entertainment. For example: the theatre, the circus. Behind the scenes- in secret waiting in the wings — ready to act

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<sup>27</sup> Рахматуллаев Ш. Ўзбек тилининг этимологик лугати II / араб сўзлари ва улар билан ҳосилалар. — Т.: Университет, 2003. — 335 б.

<sup>28</sup>Рахматуллаев Ш. Ўзбек тилининг этимологик лугати II / араб сўзлари ва улар билан ҳосилалар. — Т.: Университет, 2003. — 335 б.

when needed. A balancing act — a difficult compromise. Set expression is fixed and recognized by native speakers. So we can't make up our own. The English set expressions are very important because they are common in people's speech. It's impossible to speak, read or listen to English without facing idiomatic language. You may see several of set expressions in newspapers, tabloids and magazines. They are full of set expressions and we can't avoid it or leave it till later. The English set expressions are used in both spoken and written form.

We also have mouth-set expressions referring negative meaning, such as "a big mouth". If you have "a big mouth" you talk too much, especially about things that should be secret. "be down in the mouth" means to be sad. "foot-in-mouth disease" means the tendency to say the wrong thing at the wrong time and so on.

Now we look at the synonyms of "to look" in English and Uzbek languages. It is easy to see that negative evaluation prevails. It is also noteworthy that positive evaluation equals negative evaluation in phrases with a component lexeme that denotes a relatively more important organs: head, hand, leg, eye, ear and others. Meanwhile, negative evaluation increases in phrases referring to a less functional body parts: nose, neck, elbow and others. English and Uzbek are two different languages with different cultural backgrounds but human beings have similar process of thought. Talking about language and set expressions in particular, we can recognize a great deal of equivalence between the two languages' set expressions, namely in images and implied messages. Due to the differences in semantic research and culture, with the same values of content, the way of expressing ideas through comparative s varies among cultures. Such pairs of set expressions have the same meanings but different images are used. As a teacher who has learned English for quite a long time, we found that many students have an obsession with slang and set expressions. Set expressions are difficult to understand and use correctly. As for learners, the best time to address the complexity of set expressions is at upper-intermediate and advanced levels, when they already have a certain grammatical and lexical foundation.

According to the scientists experience, there are three stages to bear in mind when learning a new set expressions synonymies of two English and Uzbek languages. Initially, that will be advisable for learners to find equivalent Uzbek set expressions of the English ones. In such manner, they may install the

linking between the two languages, thus, may put them into their long-term recollection. Additionally, learn how to use the expression in a particular situation. Then, start using the set expression in conversation with others as soon as conceivable. If we don't start using them directly, we will quickly forget it. Common application of set expressions is of great help. Hopefully this paper can provide teachers with some suggestions and ideas so that they could take them into account to effectively teach set expressions, raise the learners' awareness of set expressions so that they should develop a habit of noticing them in everyday situations, including reading and listening. As for learners, a contrastive analysis between English and Uzbek set expressions, to some extent, can help them understand metaphor and set expressions more deeply, use them more correctly and efficiently, particularly read between the lines.

Some negative set expressions expressing the spitting image of nose are "can't see beyond or past the end of your nose" the meaning is like that: If you can't see beyond the end of your nose, you think so much about yourself and what affects you that you do not see what is certainly significant. "brown-nose"-to try too hard to please someone, especially someone in a position of authority, in a way that other people find unpleasant. We have many hand-set expressions denoting positive meaning, such as "to someone a hand" means to give help. "a firm/steady hand on the tiller" -if someone has a firm hand on the tiller, they have a lot of control over a situation. "an old hand" -someone who has done a particular job or activity for a long time and who can do it very well. The head is a container for the brain and head-set expressions are evaluated positively as in "Get into (someone's) head" -to understand what someone thinks and feels so that you can communicate well with him or her. "Get ahead start" -to get an advantage when you start doing something or going somewhere, to start early, to leave early. To master language, learning set expressions is an important way. These are a typical component of English and spoken English in particular, and are used more and more widely in everyday conversations. The image of human body parts is contained a large portion of set expressions. English and Uzbek are two different languages with their own semantic, lexic, cultural backgrounds. Besides, language and culture are closely related. An understanding of common set expressions will increase comprehension and make conversations more natural in both languages.

However, while learning process, set expressions present a problem to language learners. They find it hard to understand the meaning of set expressions due to their unawareness of and confusion about the similarities and differences

between English and Uzbek set expressions. As a result, they instinctively avoid trying to produce set expressions themselves. In this article it is aimed that providing students and teachers with necessary information so that they can benefit in their learning and teaching process, particularly in the field of translation and cross-cultural communication. Furthermore, suggestions to solve the problem as well as implications for teaching set expressions are also given. First of all, we are going to focus on what are set expressions themselves? And people are familiar with their own bodies. A lot of expressions are from human body parts. Some common organs that are used in expressions are head, eye, ear, mouth, arm, leg. For example, “keep a cool a head” means “to keep calm in difficult and stressful situation”, “don’t see eye to eye” means “don’t agree on something”, “keep your chin up” means “something that you say to someone in a difficult situation in order to encourage them to be brave and to try not to be sad” and so on. Body-related set expressions reflect the functions of major organs and are frequently used in daily life. For interpreting reality, language is a tool. Body part images appear frequently in Uzbek and English set expression carrying simile and metaphor meanings and ontological metaphors are used widely.

Ontological metaphor is a metaphor in which an abstraction, such as an activity, emotion, or idea, is represented as something concrete, such as an object, substance, container, or person. With the help of following examples, we are going to elicit our ideas: “Get into someone's head” -to understand what someone thinks and feels so that you can communicate well with him or her. I am having a difficult time to get into my friend's head and understand what he is doing. “Get ahead start” -to get an advantage when you start doing something or going somewhere, to start early, to leave early. I want to get a head start on writing my school essay. “To keep a straight face” -To avoid laughing when something is really funny. I thought that it would be funny to tell him that he had won the first prize, but it was difficult to keep a straight face when he was coming towards me. “To have a face like thunder” -to have a very angry expression.

Some English set expressions through the example of the word “book”: Example: I didn’t know what had happened but I didn’t dare talk to him because he had a face like thunder. “To be all ears” -to be very eager to hear what someone has to tell us. “Do you want me to tell you about my date with Susan yesterday?”, “Oh yes, I’m all ears”. “To open someone’s eyes” -To make someone realize the truth, make someone aware of something. Your wife is

lying to you, please, open your eyes. An image set expressions may express either approval or disapproval depending on how a body part functions: a functional use of a body-part suggests approval. On the contrary, if there is an inappropriate function of a body part, it creates disapproval.

A.V. Koonin<sup>29</sup> classified phraseological units according to the way they are formed. He pointed out primary and secondary ways of forming phraseological units in the language. Primary ways of forming phraseological units of the language 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 set expressions. In cosmic technique we can point out the following phrases: “launching pad” in its terminological meaning is “special area from which rockets or missiles are sent into the sky”, “to link up” – “the group of people that has been brought together to form a team or take part in an event” b) A large group of phraseological units was formed from free word groups by transforming their meaning, for example: “granny farm” “Trojan horse” .

c) Phraseological units can be formed by means of alliteration. For example: “a sad sack” – “boring never likely to be successful”, “culture vulture” – “someone who is very interested in music, art and theatre”, “fudge and nudge”.

d) They can be formed by means of expressiveness, especially it is characteristic for forming interjections, for example: “My aunt! “Hear, hear!”.

e) They can be formed by means of distorting a word group, for example: “odds and ends” was formed from “odd ends”

f) They can be formed by using archaisms, for example: “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, for example: “that cock won't fight” can be used as a free word-group when it is used in sports as 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, for example: “to have

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<sup>29</sup><http://www.allbest.ru/>.

butterflies in the stomach” , “to have green fingers” i) They can be formed by using expressions of writers or politicians in everyday life, for example: “corridors of power” , “American dream” , “locust years”, “the winds of change”. 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, for example: “to vote with one's feet” was converted into “vote with one's feet”

b) Changing the grammar form, for example: “Make hay while the sun shines” is transferred into a verbal phrase – “to make hay while the sun shines”

c) Analogy, for example: “Curiosity killed the cat” was transferred into “Care killed the cat”

d) Contrast, for example: “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 for example: 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”.

f) Borrowing phraseological units from other languages, either as translation loans, for example: “living space” , “to take the bull by the horns”.

### **2. 3 Lingua-cultural features of synonymy of set expressions in English and Uzbek languages**

No doubt, set expressions are an important part of language and culture around the world. Phraseology is a kind of a picture gallery in which are collected vivid and amusing sketches of nation's customs, traditions and prejudices, recollections of its past history, scraps of folk songs and fairy-tails. Quotations from great poets are preserved here alongside the dubious pearls of

philistine wisdom and a crude slang witticism, for phraseology is not only the most colourful but probably the most democratic area of vocabulary and draws its resources mostly from the very depths of popular speech.

We have analyzed idiomatic and stable expressions in order to show their national colouring, since they are the reflection of culture, traditions, national character in both languages. It lays in the base of every nation to create set expressions, which show the realia of its life, describe different sides of culture, habits, beliefs, everyday life. So making the following research we want to show all these features. Such an analysis is of great interest since it helps as well to learn more about the nature of researched languages.

Sociolinguistic direction in the learning of phraseological units put forward the need for a special analyses of their ethno-cultural features and interlingual relations on bases of culturally relevant evidences. Most domestic and foreign cross-cultural researches in the branch of phraseology is not focused on the mechanical detection of equal structures of units in different languages and the disclosure of internal connections and interdependence of the studied linguistic phenomena.

According to the ethnic culture of different peoples phraseologisms including the names of animals - is primarily a statement about the human being and its spiritual and social terms. A large number of English phraseological units have full or partial equivalents in other languages, because of the coincidence of mental maps of reality in carriers of different languages and general elements of culture the so-called "cultural universal".

Due to differences in cultural factors, ethnic origin, different lingua world picture and the different literary sources, many zoomorphic and other set expressions contain an element of value which is clear only for the carriers of given culture, served by its language. For example: there are such verbal clichés in English like "it rains cats and dogs"- a heavy rain- kuchli yomg'ir yog'ish and "a rat race"- competition, "to suck the monkey"- about the manner of

drinking from the bottle and others.

In Uzbek also such clichés are found: “qo’y og’zidan cho’p olmas” – about quit and mild person, “dunyoni bir chetida ”- a great distance away from, “quyon yurak”- the coward.

Now we look the set expressions in Uzbek and English languages in the side of zoonims. The traditional features of zoonims in phraseological branch of Uzbek and English languages has much in common according to the aspect of theory nomination and in terms of valuation connotation. The positive connotation of zoonim “horse” in semisphere of English and Uzbek ethnic culture confirmed by examples of contextual implementation, apparently goes back to ancient archaic trickster, embodied by the literary tradition. Many period of evolutionary development a human being and horse passed together in the spiritual and physical harmony with each other. The world history has documented numerous instances of sublime, grateful and respectful treatment of the owner to his horse. We observed the collection of Uzbek set expressions, sayings, proverbs where were 350 proverbs about animals. For example: “otning o’limi itning bayrami ”.

With a negative evolutional connotation which is the highest percentage of examples falls on “donkey” semisphere. This image in English ethnic culture paradoxical nature of the interpretation of is that in ancient times, a donkey was considered as a sacred animal. Historically it was first mean of transport. However, only some settled tribes of Uzbekistan used donkey as a mean of transport. So, Uzbek set expressions and proverbs with zoonim “donkey” always have negative evaluative connotation. For example: “ishim bitti – eshagim loydan o’tti” . In th estudied English phraseological fund only one proverb contain positive evaluative component: “Asses as well as pitchers have ears” – fools and children understand much more than the speaking people think.

Language and culture are closely connected and inseparable, as a language

set expression is the essence of the deposition of the fascinating history and culture. Because of geography, history, religion, traditions and other aspects of life differences between Uzbek and English set expressions carrying characteristics of the different cultures and cultural information, so English-Uzbek set expressions often encounter many difficulties. From the geographical environment, historical background, tradition, customs and religious beliefs described four aspects of cultural differences between Britain and Uzbekistan on the impact of the formation of their respective set expressions and detailed description of English set expressions translation to deal with this cultural difference in several commonly used translation.

English and Uzbek languages cultural differences reflected in the environment.

The natural environment is mankind's survival and the basis for the development of different natural environment of the formation and development of national culture have different effects. Uzbek people living in the vast expanse of fertile continent of Asia, Uzbek since ancient times is a large agricultural country, the land in people's lives is vital. Therefore, there is a considerable portion of Uzbek agriculture and land-related set expressions. Such as “good weather” dead end “extermination” big spenders' and so on. Britain is an island surrounded by water. Maritime history, have been living in a world leader, so in English and will have a lot of water, fish, and marine-related set expression. Such as “weak as water” -fragile, “drink like a fish” -booze, “to miss the boat” -missed opportunities, “all at sea” -a loss. In the Uzbek cultural atmosphere, the “wind” that is “spring wind”, in the summer heat often associated and often used to describe the summer term .

The United Kingdom is located in the western hemisphere north temperate zone, is a marine climate, the report is that the message of spring westerly. England's summer season is warm and pleasant, often with “lovely”, “moderate”, “OK” connected. From a certain point of view that language is a

nation's cultural memory and precipitation, the large number of Uzbek set expressions are not based on the nation's history, economy, culture, traditions, habits, formed the basis, with a strong national cultural characteristics of and far-reaching social and historical origins, often can not be understood from the literal meaning and translation. "tarvuzi qo'ltig'idan tushdi"- to be very calm and non active after some unlikely event, "qilni qirq yorib"- to be very knowledgable, sensible while searching solution to something . English set expressions come from the 'Bible' and the Greek and Roman mythology, but also have their specific content, such as "Achilles'heel" -the only fatal weakness, "meetone's waterloo" -suffered a crushing defeat, "a Pandora's box"- Pandora's box, "the Trojanhorse"- Trojan horse from Greek mythology.

Traditional Uzbek culture is rich with colorful set expressions. "ko'zi ko'r qulog'i kar" "mag'zini chaqmoq" "daryodan tomchi" "ko'kka sovurmoq" "boshini ikkita qilmoq" and so on.

Culture and language are means of collective co-existence and social practice kept in the mind of the society that is created by the group of people during the centuries. Cultural awareness helps people to become more understanding and tolerant of behaviors which are different from their own.

If we look at the culture and language and its features of set expressions, proverbs, sayings , the difference between cultures causes some misunderstandings in the interactive communications between a foreigner and a native-speaker. Throughout the world millions of people travel and they need to communicate with each other in some way. People need to acquire not only linguistic competence but cultural awareness also. Cross-cultural searchings can provide materials that assist language learners deal with many problems with unknown environments. Native speakers puts in language his world vision, mentality, and the relation to other people in cross-cultural communication, and the non-native speaker receives that vision. "It is clear that there is a difference between the native and the non-native speakers" focus when they evaluate an

oral discourse. The former focuses on the vocabulary related to the cultural and social factors. Also, the latter lacks the ability to consider such kinds of factors. This is one of the main problems of the non-native speakers both at production and comprehension level.

Language and culture appear in each individual person. That individual is a thinker, a creator, a transmitter of the culture, they are the part of the society, and he uses the language for communication with other members of this society where they are supposed to be understood as they belong to the same community. The indispensable condition of realization of any communication is that a speaker and a listener should have a mutual knowledge of realities or the background knowledge as a basis of a language interaction to understand each other. Language is a world picture. Gives a non-native speaker the opportunity to realize the implicit meaning of the vocabulary through explicit meaning, to understand cumulated unconscious cultural information and background wide knowledge, to know cultural values via communicative speaking process, to synthesize interrelation and interaction of the culture and the language.

Important interest will be drawn to set expressions which are the most difficult branches of language. If people can use them in a right way, correctly in the speech, like native speakers, we can say definitely that one's English will be fluent.

In teaching phraseology the lingua-cultural approach aspires to be approached to reality. That is emphasized on the maximum explication of processes which appear in the reproduction and perception of the English and Uzbek set expressions.

Set expressions are the language unit which is based on culture. Most often set expressions reflect the national specificity of the people. That is colourful interpretation of reality and an emotional model of communication. Set expressions are highly interactive items. Set expressions are strong and colorful examples of cross-cultural relations. The source of their origin is sometimes

difficult to realize. Set expressions are firmly assimilated in different languages and have become part and the whole of these cultures. Great difficulty is that the set expression is appropriate in the given context when a non-native speaker tries to translate set expression from his native language into English. That may be confused by a listener. Main problem is often one of collocation, which is a central characteristic of the language in use. The way native speakers use English in the real world is largely idiomatic and it assumes that a fluent non-native speaker should be similarly idiomatic. Even very good learners of the language speak or write English, the effect is slightly odd. Since set expressions evaluate the whole narrative summarizing the main events or opinion, a native speakers' unconscious knowledge of collocation is an essential component of their idiomatic and fluent language use and is, therefore, an essential part of their communicative competence.

A large number of set expressions are of folk origin. Mostly, there are huge numbers of the biblical, mythological and author-specific set expressions. Knowing culture, literature and traditions of different nationalities will help the language learner to communicate with a native speaker adequately. In this way, set expression is the key, which enables people to open the gate of the national culture, history, traditions and beliefs of different people.

The love of puns and wordplay, often based on idiomatic sayings, is a common feature of a native speaker: What is striking about informal uses of English is not only how common the set expression principle is, but just how common creativity with set expressions is among native-speakers. Indeed, the need for greater idiomatic competence is precisely what linguists propose for the non-native speaker.

Many other English and Uzbek picturesque set expressions, proverbs and sayings, which have national literary images must also be differently treated and they also reflect the traditions, customs, the way of conduct or the mode of life of a nation. Their meaning, due to absence of different set expressions in

the target language, can be rendered descriptively. The latter, depending on the semantic structure of the source language set expression, may be sometimes achieved in the target language with the help of a single word. Most often, however, the meaning of this kind of set expressions is conveyed with the help of free word-combinations: It goes without saying that none of the phraseologisms above can be translated word-for-word since their constituent images would lose their connotative, metaphorical meaning in the target language.

According to the culture and, English and Uzbek set expressions are different. Because both two countries tradition are not similar. The living process and the style of life are the main result of set expressions. For example: “podadan oldin chang chiqarmoq” “pashshadan fil yasamoq” are shows Uzbek culture and “crocodile tears” “elephant in the room” presents clearly English life and peoples’ thinkings.

The results of cross-cultural research in phraseology enables to make the following conclusion, the most important legacy of archaic set expressions is not so much of its semantics is not mythic tradition, ethnic culture. Of the existence of similarities and structural and semantic parallels, phraseological units in different languges have vivid national characteristics, due to both intra-linguistic factors and features of the national- cultural environment.

## **Chapter III. The ways of teaching English set expressions in EFL classes**

### **3. 1 General principles and procedures of teaching vocabulary of set expressions to A1 A2 level learners in EFL classes**

Set expressions are so commonly used that A1 A2 level learners would come across them in all form of discourse such as conversations, lectures, books, and newspapers and especially in movies and TV.

A1 A2 level pupils learn vocabulary items related to the different concepts they are learning. When they learn set expressions or idioms in the language, they are adding concepts as well as vocabulary items.

Set expressions need to be learned so students can develop fluency and fully understand the target language. There is a great deal of research available concerning vocabulary learning. However, very little research focuses specifically on learning idiomatic expressions. Instead, idioms are seen as an important part of developing fluency in a language and are often integrated in the term vocabulary. Set expressions need to be dealt with as if they were words and they should be given attention on the basis of their frequency and range of occurrence .

It seems to be clear that explicit teaching of figurative set expressions has a beneficial effect. For foreign language learners at least, both explicit and incidental learning are necessary, and should be seen as complementary. Both types are necessary for an effective vocabulary program, but teachers need to have in mind that words are learned incrementally. In order for learners to acquire them, they need to be met several times and this highlights the importance of repetition in vocabulary learning.

When teaching A1 A2 level learners, teachers need to introduce set

expressions in the context of literature. If appropriate to the ability level of the group, teacher should help students find the figurative language in a book that they are reading. While teaching set expressions such questions may be asked “What does each expression sound like it means? What does it really mean? Can you tell the meaning from the context of the story?” it should be explained how the author paints a picture with words.

Teaching set expressions might seem intimidating, especially if A1 A2 level learners have never heard any of them before. Set expressions are a common part of speech, though. Getting A1 A2 level learners familiar with them early on can help them communicate more naturally and give them a deeper understanding of the English language. It doesn't have to be complicated or difficult to teach set expressions. With these tips and resources below, teaching set expressions to A1 A2 level learners will be “a piece of cake” - “xamirdan qil sug'urganday”.

\*Teaching by introducing a few set expressions at a time:

Instead of overwhelming learners by throwing lists of phrases at them even if they are all common, useful idioms that should be introduced a few set expressions at a time. It can also help to keep them all related to a theme. For example, focusing on a few animal-related set expressions, such as “work like a dog” - “itdek ishlamoq”, “dog days,” “raining cats and dogs,” and “the cat's out of the bag.”

\*Teaching by using stories:

Telling a story and using stories that contain a lot of idioms can help students understand and remember the meaning behind the words. “Kill two birds with one stone” for example, lends itself well to a simple story. The learners can then have discuss the meaning of the phrase, and come up with other ways that they could “kill two birds with one stone” - “bir o'q bilan ikkita quyonni urishadi”.

Reading and discussing stories which has many set expressions in the class of

A1 A2 level learners can be a lot of fun, and a great way to get them thinking about idioms and their meanings.

\*Teaching by using visuals:

Whether it's pictures or acting something out, visuals are another great way to convey meaning and help students remember what they've learned. After all, a picture is worth a thousand words, and actions speak louder than words. Drawing or acting out idioms can make a great review game, too. That's good way that learners draw or act out an idiom while the other students try to guess it.

\*Teaching by using conversations:

Introducing set expressions through simple conversations can give A1 A2 level students an idea of how the idioms are used in real-life situations. It's also a good exercise for inferring the meaning of an unfamiliar idiom based on context.

\*Teaching by saying the set expressions regularly in the classroom:

Keeping track of the set expressions that teacher have taught his students, and make it a point to use them every now and then in class. This will not only help students remember the phrase and its meaning, but will also help them get a feel for how the idiom is used in everyday speech.

\*Teaching by keeping it fun and light:

Teaching set expressions is about helping the students communicate and understand conversational English. Whatever activities or games should be kept it low-stress and focus on getting students comfortable with understanding and using the idioms that they know.

It is important to help A1 A2 level learners expand their vocabulary knowledge through formal planned instruction: teaching the meaning of the words and ways to discover the meaning and informal instruction or "by the way" instruction: with no rule or systematic approach. Both formal and informal vocabulary instructions are important to engage students' cognitive

skills and to give opportunities for them to use the words. Having different learning opportunities improves learners' overall language ability by improving their vocabulary.

Teachers should facilitate vocabulary learning by teaching learners useful words and set expressions and by teaching strategies to help learners figure out meanings on their own. Useful words are words that learners are likely to encounter and words that occur in a high frequency.

Learners need to acquire vocabulary learning strategies, in order to discover the meaning of new set expressions and words. The strategies are useful in class and also out of class situations where they encounter new and unfamiliar set expressions. These strategies also help them acquire new vocabulary items they see or hear. The students can benefit from how to use contextual clues and guessing the meaning from the content to deal with unfamiliar items.

Vocabulary development should include both Direct instruction that teaching the set expressions and their meanings such as pre-teaching vocabulary items and Indirect instruction that teaching the strategies to help learners figure out the meaning of set expressions.

When vocabulary items are taught before an activity, the learners may benefit from it in two ways:

1. It helps them comprehend the activity better.
2. It is more likely that they acquire the target vocabulary words.

A1 A2 level learners should be exposed to vocabulary items repeatedly in rich contexts. We can't expect them to study the items which teachers teach and to remember all in the lesson two days later. Thus, a newly taught word should reappear many times and in different situations for the following weeks of instruction. The vocabulary items should be revisited or recycled in different activities, with different skills and for multiple times. Another important component of vocabulary teaching in A1 A2 level learners classes is deep processing, which means working with the information at a high cognitive and

personal level. Deep processing makes it more likely to remember the information, as the students build connections between new set expressions and prior knowledge. Instead of memorizing list of words and their meanings, personalizing vocabulary lessons greatly helps students' deep processing.

Dictionaries and vocabulary notebooks help the EFL “English as a Foreign Languages” and ESL “English as a Second Languages” instruction as a tool. Picture dictionaries for very young learners show the vocabulary items in different categories and help increase their vocabulary knowledge and their use of contextual clues. That's why, it is important to teach them how to use a dictionary and guide them while using electronic dictionaries.

They may also create their own picture dictionary by drawing or cutting/pasting pictures from newspapers or magazines.

A1 A2 level learners are clearly capable of learning foreign language words through participating in the discourse of classroom activities. Thus, vocabulary teaching has a centre stage in foreign language teaching. Besides, although opinions differ in how much grammar can be taught, vocabulary learning can be a stepping stone to learning and using set expression.

Students of a second or foreign language are still building their first language vocabulary, which is tied up with their contextual development. Thus, in planning and teaching a foreign language we need to take into account this first language background to know what will work and what may be too difficult for student. The role of words as language units begins with the early use of nouns for naming objects, verbs, set expressions in first language acquisition and use of other words to express the learner's wants and needs, followed by a period of rapid vocabulary development.

Although A1 A2 level learners may use the same set expressions with adults, they may not hold the same meaning for those words. The acquisition of idioms' meaning takes much longer than the acquisition of the spoken form of the words, and students use words in their speech long before they have a full

understanding of them.

If we had to have complete knowledge of set expressions before using them, we would be restricted to very limited vocabulary. In this sense, our production races a head of our comprehension and vocabulary development is a continuous process not just adding new words but of building up knowledge about words we already know partially. Learning a new set expression is not a simple task that is done once and then completed. Learning set expressions is a cyclical process of meeting new words and initial learning, followed by meeting those words again, each time extending knowledge of what the words mean and how they are used in the foreign language. Learning a word takes a long time and many exposures to the word used in different situations.

Vocabulary development is also about learning more about those phrases and about learning formulaic phrases or chunks, finding words inside them and learning even more about those words.

Increasing the depth of vocabulary knowledge does not happen automatically in a foreign language, even in most favorable circumstances such as immersion programs. Conceptual knowledge grows as children experience more of the world in their daily lives. It depends on the maturation factor as well. Students tend to make syntagmatic associations, choosing a linking idea in a word from a different part of speech or word class . Other learners are more likely to respond to cue words with words from the same word class , which is called pragmatic responses.

Studying helps students sort things into sets, classify and label sets and categories, compare and contrast them. Studying moves children from concrete to the abstract as it develops skills for working with ideas. When a word is encountered, the schema that they are part of will be activated, and the network of activated meanings becomes available to help make sense of the discourse and the words at a holistic level. These schemas are usually being constructed throughout learners within the first language culture. When foreign language

words are studied, they are likely to be mapped on the first language words and to enter schemas that have already been built up.

The words for basic level concepts are the most commonly used set expressions, they are learnt by students before words higher or lower in the hierarchy and they are more likely to have been mastered than superordinate and subordinate levels that develop through formal education. Early vocabulary learning may be ineffective, if set expressions are not consolidating units and used regularly.

A1 A2 level learners :

- \* need concrete vocabulary
- \* need recycling the new set expressions and words again and again in contexts.
- \* need basic level words
- \* need learn set expressions as collections
- \* can benefit from superordinate and subordinate vocabulary linked to basic level words they already know.
- \* Can learn through pragmatic organization.

Teaching vocabulary of set expressions needs different teaching approaches. That can be taught in more planned and explicit ways. Techniques in presenting the meaning of new items to A1 A2 level learners:

#### I. Demonstration

- \* Visuals: Magazine Pictures, Flash Cards, Filmstrips, Photographs, examples from TV or video
- \* Real Objects
- \* Black/white board drawings
- \* Mime, gestures, acting

#### II. Verbal Explanation

- \* Definition Lexical Meaning
- \* Putting the word or phrase in a defining context

\* Translation: (This doesn't require learner to do some mental work in constructing a meaning for the new foreign language idiom.)

The amount of mental work done by learners affects how well a new word is engraved in memory. The more learners have to think about a word or phrase and its meaning, the more likely they are to remember it. Sometimes a new idiom is first explained in the foreign language or with pictures, contexts, but is then immediately translated in the first language. Students will soon realize the pattern of their teacher's explanations and learn that they don't have to concentrate on working out the meaning because the translation is predictable given afterwards.

Form, how idiom is pronounced and written, is a key part of word knowledge. Learners need to hear a new phrase in isolation as well as in a discourse context, so that they can notice the sounds at the beginning and at the end. They need to hear the set expression spoken in isolation several times to catch all this information. When A1 A2 level learners encounter the written form of a new word, their attention should be drawn to its meaning.

After the learners meet with an idiom and the word enters their short term memory, it is essential to build up the memory for the expression to use it in the long run. Memorizing activities are needed at first, but then it is essential to recycle the vocabulary at regular intervals.

Teachers have to encourage young learners to adapt vocabulary learning strategies:

- Guessing meaning
- Noticing links to similar words in first language
- Remembering where a word has been encountered before
- World knowledge

Teachers can model strategy use, teach sub-skills needed to make use of strategies, include classroom tasks for strategy use, rehearse independent strategy use and help young learners reflect on their learning process through

evaluating their achievement.

Teaching vocabulary of set expressions to A1 A2 level learners includes several strategies as we mentioned above. According to that learners should be taught the meaning of set expressions and there must be used other teaching techniques to keep the phrase in the memory.

### **3.2 System of activities and methods to develop speaking skills through using set expressions in EFL classes**

Set expressions cause difficulties for English as a Foreign Language (EFL) learners because their meanings are unpredictable. Nonnative speakers can find themselves in “hot water” for example when encountered with set expressions. To many EFL - English as a foreign language learners, set expressions or idioms are stumbling block in their way to learn English. Obviously, this is because the meaning of the words that constitute an idiom does not match the intended meaning of the set expression. So, we look at the reasons behind the difficulties of English set expressions that learners encounter in listening, reading, and speaking and also we look at practical methods to teach idioms.

Native speakers use a plethora of idioms during the course of each day. In this regard, people sometimes a flourish to their opinions with these cultural-specific expressions, and it requires an efficient competence in the target language to achieve successful communication.

There are some methods below to make known EFL learners about set expressions:

\*Choosing 5 to 8 idioms that may be easily grouped

Most idioms fall into simple categories, like idioms with animals or parts of the body. That’s right to choose 5 to 8 from any category, for example idioms with time. If you choose more than 10, you’ll only succeed in overwhelming your

students, and they won't remember any of the idioms they saw in class. So, to teach idioms with time, you may teach the 8 idioms found in this worksheet called Time Flies When You're Having Fun. Before presenting the idioms, make sure students understand that they are usually used in spoken English, and rarely in written form, with some exceptions (they are widely used on the Internet, in blogs, magazine articles, but students must understand that their use is informal).

**\*Introducing idioms in context but never in isolation**

Some EFL teachers simply go over a list of English idioms and their definitions or explanations. However, to ensure that students not only understand them, but also learn to use them, present set expression examples in context, for example, in simple conversations where the meaning of the idiom is clear. To introduce the set expression to give someone a hard time, present a conversation like this one:

- Juan: Hey Sarah, you look sad. What's up?
- Sarah: Well, I didn't play very well today during volleyball practice, and my teammates were not very understanding. They said I was clumsy and had to focus more on the game. They said a 5-year old girl played better than me.
- Juan: Oh! I'm so sorry they gave you such a hard time.

That should be asked students to guess or figure out the meaning of the idiom and to provide other examples of what it means to give someone a hard time. Then, move on to another conversation for another set expression.

**\* Creating conversations using set expressions**

The goal is to get students to not only understand idioms, but also learn how to use them effectively. The class should be divided into pairs. Each pair of students gets one or two set expressions to work with. They must write a conversation and use this idiom in it.

**\*Acting out learners conversations**

Each pair stands before their classmates and acts out the conversation they

wrote. There are some various effective activities for teaching English idioms to EFL students in order that they can not only learn them effectively but also apply them practically in their speech:

Teaching English set expressions in context:

The role of context in learning language

The role of context is central in language learning. It's common that EFL students don't really understand the various meanings of new words in different contexts. That's why EFL students don't know how to apply the words they have learned practically in various contexts. It's fundamental for teachers to provide a rich context for students' language learning and practice. Consequently, it's more effective for EFL students to learn language in meaningful contexts than learn isolated words through memorization and drilling.

- Introducing English set expressions in story context

Stories have been popularly used to teach and entertain students in language learning. Interesting stories usually draw students' attention and easily make students absorbed in them. Since contextual information is significantly effective for aiding students' understanding English idioms, it is essential for EFL teachers to provide students with rich context. Thus, introducing English idioms within interesting stories can possibly help EFL students to understand and remember them better.

Teaching English set expressions with rich illustration:

- The role of illustration in reading

Although there is lingering debate regarding the effect of visuals on reading comprehension, some researchers claim that reading materials accompanied by visuals will be more comprehensible. Teachers need to illustrate key vocabulary effectively by showing pictures and diagrams so as to improve the EFL

students' reading comprehension, some researches note that words and pictures presented together helped students recall better than alone. It is efficient to provide interesting pictures to foster and reinforce vocabulary development. Consequently, visuals must be stimulating, interesting and motivating to students' comprehension and retention of reading.

- Presenting English set expressions with rich illustration

According to the effect of illustrations on reading, that should be collected English idioms in one sentence context and presented with pictures to class . Thus, it is effective to present English set expressions accompanied by visual things that clearly illustrates the idioms being taught.

Students' discussing what they read is a helpful strategy to increase their comprehension. Group talk can provide learners with rich opportunities to acquire social and linguistic knowledge necessary for understanding new texts they encounter. ESL students engaging in collaborative talk during content reading, they assisted one another in understanding the meaning of challenging words, getting the main ideas, and answering questions about what they read. As a result, group discussion appears to be an effective technique to enhance students' reading comprehension.

- Applying group discussion in understanding English set expressions

Students are likely to be passive learners when they receive lectures only in classrooms. On the contrary, small group discussion could stimulate students to be involved in the active process of constructing knowledge. Furthermore, during group discussions, students will learn from each other, whether consciously or unconsciously. Accordingly, that should be applied group discussion in students' active learning of English idioms before explaining the meaning of idioms to them. Students in group discussion could understand English idioms better than when they were introduced to English idioms within

a story only. This demonstrated the significant effect of group talk on students' understanding of English set expressions.

Teaching English set expressions with readers theater:

- Readers theater in reading

Readers Theater has been viewed as an interesting and motivating strategy that can provide readers with a legitimate reason to reread text and further improve their word recognition, reading fluency and reading comprehension. Researchers claim that Readers Theater offers a way to improve fluency and enhance comprehension as well as to create interest in and enthusiasm for learning. Even slow learners can benefit from Readers Theater because there is no memorization required and there is no risk for them at all. Apparently, Readers Theater provides enough opportunity for practice-repeated reading in language learning. This activity also enhances interaction opportunities with peers and makes the reading task more appealing than learning alone.

Teach English set expressions with retelling and rewriting:

- Retelling and rewriting

Retelling has been a good strategy to know how much students have learned and to increase their comprehension. Retelling activities can facilitate students' reading retrieval because the activities can encourage students to try to recall. Their recalling help teachers understand how much information their students have obtained. Older students can benefit from retelling stories because it allows students to learn to organize and describe events, which enhances reading comprehension . EFL students not only became more enthusiastic and willing to take a chance and read aloud but also remembered the vocabulary better with this method. As a result, retelling activities can reinforce integration

of recently learned reading.

Teaching English set expressions with dialogue writing and role-play:

- Dialogue writing and role-play

Dialogues can provide situations for students to practice ordinary conversation and offer students ample practice with basic speaking skills in context. Firstly, dialogues can be viewed as short plays and used for students to act out rather than simply read aloud. Moreover, the dialogues the students write function as basic communication at all levels. In addition, putting pupils into pairs for the role-play in the daily dialogues is an effective way of oral practice for various ages and levels. Role-plays are also excellent activities for learners' speaking in the relatively safe environment of the classroom before they must do so in a real environment. Therefore, dialogues offer students opportunities to act out and practice oral skill before encountering the real world.

- Applying English set expressions through dialogue writing and role-play

Dialogues and role-play are useful written and oral activities, speaking so that can be assigned students in pairs to write one dialogue by using the English set expressions introduced in class and then act out the dialogue out in the following class. Dialogue writing could motivate students to write without burden because of pair collaboration and role-play activity could help them remember the dialogue they wrote through repetitive practices. It will be easier and more fun for them to remember English idioms because they shared and enjoyed learning English set expressions with friends. Thus, dialogue writing and role-play are useful and interesting activities for students' meaningful and efficient drills.

Since it is vital for EFL learners to learn English set expressions in order to improve speaking skills in master English, it is important for EFL teachers to

design various activities for students to use with English idioms and subsequently acquire them efficiently. Moreover, students learn better when they are provided with collaborative activities because they can interact with peers and share fun in learning. Finally, when teachers integrate listening, speaking, reading and writing activities together in teaching English set expressions, students can be involved in the application of English idioms in four skills. Thus, it is effective to teach EFL learners English idiom when they are provided with various activities to practice and utilize English idioms in different contexts.

Since native speakers use a numerous of set expressions during the course of every day and since it is important to teach idioms to EFL learners in order to make their speech colorful, teaching set expressions received much more attention recently and it becomes a topic in teaching EFL after it was a neglected topic.

It is important to have a clear view on how to implement a methodology to teach set expressions. However, the argument between the traditional method and the conceptual metaphors instruction on how to teach idioms is not over.

EFL teachers have a variety of methods to apply in their classes in order to teach set expressions. These teaching methods can be organized under two broad methods. The traditional method encourages teaching idioms explicitly in context. And the conceptual metaphor method that teaches English idioms after obtaining some knowledge of the terms.

The traditional method teaches set expressions in context that the context can effectively facilitate understanding as well as learning and teaching of set expressions and idiomatic expressions. “The absence of context” creates obstacles on learning and comprehending idioms. Within the method of teaching idioms explicitly in context, there are two competing views:

Teaching idioms with an extended context and with a limited context. That’s emphasized the role of extended context over limited context to assist EFL

learners comprehend set expressions correctly. More contexts surround an idiom, the more likely the EFL learner participants will come to the correct meaning. The study also contended that extended context such as stories, have a significant effect on learning set expressions and idiomatic expressions than directly teaching the meaning of the expressions. It is a similar case of teaching speaking skills, teaching vocabulary in context is better than teaching laundry lists of vocabulary alone. Scientists interpreted the results in the light of the schema theory. That is to say, long contexts such as stories activate large number of schemata and short contexts activate small number of schemata. Engaging large number of schemata in processing the context is “helpful” for learning and retaining the meaning of set expressions.

The other method suggests teaching English set expressions through the conceptual metaphor. Conceptual metaphor refers to the connection between two semantic areas at the level of thought. Language is virtually metaphorical, the essence of metaphor is understanding and experiencing one kind of thing in terms of another. Metaphor is not a “matter of language”, words. It is our conceptual system that is metaphorically structured and defined and the meaning of many set expressions depends on the metaphorical conceptual system. Conceptual metaphor can facilitate the comprehension of set expressions. Being unaware of metaphorical concepts or unfamiliar with them, EFL learners often do not understand and do not use metaphors in “natural communication” . Teachers and learners of EFL to be aware of the conceptual metaphor of the target language to be able to understand set expressions .

In order to apply the conceptual metaphor method, English learners need to obtain some knowledge of literature terms such as metaphor, metonymy, simile and personification. The written and spoken form. The courses delivered ideas like figure of speech to students to assist them to comprehend set expressions.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question

and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

## **Conclusion**

This work has set as its aim to analyse English and Uzbek set expressions that contain their phraseological units, similarities, differences, synonymies, cultural backgrounds. The analysis was carried out to prove or reject the set expressions represent an essential part of the core vocabulary both in English and Uzbek languages and that these set expressions are synonymy in the meaning, structure and usage. Due to this familiarity, these idiomatic constructions often express various notions in a more accessible and comprehensible way. Another assumption before the research started was that English and Uzbek share different cultural legacy.

Phraseological set expressions are structurally, lexically and semantically fixed phrases or sentences having mostly the meaning, which is not made up by the sum of meanings of their component parts. An indispensable feature of set expressions is their figurative, metaphorical nature and usage.

Finding out the synonymy of two languages set expressions or translation of phraseologisms is a very complicated problem. Right translation is stipulated with finding the most concordant and equivalent words that is usually deprived of coloring in the translation as a usual lexical unit.

In order to start this analysis, it was necessary to explore what set expression is and what are its properties and specific features. The set expression definitions provided in this thesis are based on dictionaries as well as on numerous linguistic works that have been written on this subject. The theoretical part further deals with a thorough classification of idioms with

regard to the compositionality, level of transparency, invariability and semanticity. Since this analysis focuses on the syntactic, lexical and semantic aspects of idiomatic set expressions, it was necessary to explore also the theoretical background of structural patterns of set expressions and semantic features of somatic word constructions.

The corpus of set expressions gathered for this thesis comes from several sources. The English set expressions were searched for mainly in dictionaries. These included general language dictionaries as well as dictionaries of set expressions, phrases, collocations. Both printed and on-line versions. Apart from these, however, reference books on set expressions were used. In order to collect a sufficient amount of Uzbek set expressions. It was necessary to use primarily two different on-line dictionaries and then check the form and usage of the set expressions with a Uzbek native speaker.

The method of this comparative analysis was based on the concept of equivalence between the set expressions of the source and target language. According to the level of equivalence, the set expressions were divided into four categories ranging from absolute to close, partial and non-equivalent set expressions. These categories were further divided into subcategories that specify more closely the particular deviations that may arise between English and Uzbek set expressions.

Once the whole corpus of English and Uzbek set expressions was compiled, the particular idiomatic pairs were divided into the four main categories with regard to the level of their equivalence. The set expressions were assessed and divided according to the most distinctive features that set the particular pairs of idioms apart, although they would fit with their properties into other categories as well. The set expressions were evaluated first in terms of their semantic correspondence and then their syntactic structures were compared with the focus on particular parts of speech of their constituents. Last but not least, the lexical aspect was taken into consideration. The set expressions were examined

regarding the use of the same or different body lexeme, different verb, preposition or entirely different words. This analytical procedure led to further subcategorizations of the set expressions or idiomatic pairs.

Having been analysed from the three above mentioned viewpoints, the set expressions were classified into five groups according to whether they were equivalent or synonymies only semantically and lexically, semantically and syntactically or they corresponded on all three levels.

Phraseological usage of language has become very common in English and in Uzbek that it can allow the student to speak or write fluently with using set expressions. Therefore, the learning of set expressions can be considered as an integral part of vocabulary learning. Set expressions can be added to the vocabulary being learned by including them in dialogues and stories which are created to supplement regular materials.

In the last part of this thesis the teaching set expressions to EFL and A1 A2 learners were statistically analyzed and put into tables. Consequently, the following conclusions were made.

The Lingua-cultural approach of teaching set expressions broadens cultural awareness of learners. They learn not only language but the traditions and customs of the English people, they become more tolerant of other cultures, they start to respect other people's beliefs through the prism of lingua-cultural heritage.

Statistical methods indicators confirm that the modern world constantly speaks with metaphors including set expressions. That is proved by their extensive use in oral or written communications. Consequently, nowadays, new epochal challenges and powerful cultural expansion, raise the importance of learning foreign languages for communicative purposes. Scientists believe that the most important data is the learning of "phraseological language" of different cultures in order to determine their diverse functions in different culture.

As regards the particular levels of equivalence and synonymy, the set expressions that are absolutely equivalent represent the smallest group. This proportion illustrates that English and Uzbek set expressions tend to show rather a certain number of similarities and dissimilarities than complete correspondence.

A surprising outcome of this analysis, however, was the number of non-equivalent set expressions. Even though this analysis is oriented towards comparing English set expressions with the Uzbek ones, in order to provide the whole picture of the range of the non-equivalence, it was necessary to explore also Uzbek set expressions with regard to their English non-equivalent counterparts.

This leads to the conclusion that the synonymy of set expressions in English and Uzbek languages are similar by its meaning but different by its expressing and semantic, lexic cultural side.

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### **Appendix**

Examples of synonymy set expressions in English and Uzbek languages:

“Come to a head”- “boshida yong’oq chaqish”

“fall into someones hands”-“chizgan chizig’idan chiqmaslik”

“be weak in the head”-“aqlini yemoq”  
 “get out of hand”-“o’zini yo’qotib qo’yish”  
 “to burn the candle at both ends”-“boshi bilan sho’ng’ib ketmoq”,  
 “jonini jabborga berib”  
 “bound hand and foot”-“qo’l oyog’i bog’langan”  
 “sweep someone off their foot”-“jigaridan urish”, “boshini aylantirish”  
 “From head to foot”-“boshdan oyoq”  
 “laugh one’s head off”-“ustidan kulish”  
 “have rocks in one’s head”-“aqlan ozmoq”  
 “hand in hand”-“qo’lni qo’lga berib”  
 “be dead on one’s feet”-“xoldan toymoq”  
 “use one’s head”-“kallani ishlatmoq”  
 “take something in hand”-“nimanidir o’z yelkasiga olish”, “zimmasiga olish”  
 “under the weather”-“dami ichida”, “ko’ngliga qil si’g’maslik”  
 “cat got yur tongue”-“og’ziga talqon solish”, “og’zida qatiq uvitish”  
 “put one’s foot in the mouth”-“dilini siyoh qilish”  
 “whizz”-“ustasi farang”  
 “jack of all trades”-“ustasi farang”  
 “cool as a cucumber”-“dunyoni suv bossa to’pig’iga chiqmas”,  
 “parvoyiga kelmaslik”  
 “in seventh heaven”-“yettinchi osmonda uchmoq”  
 a piece of cake”-“xamirdan qil sug’urganday”  
 “cheese someone off”-“jig’iga tegish”  
 “zip your lip”-“mum tishlash”  
 “to kick the bucket”-“joni chiqmoq” “hayotdan ko’z yummoq”  
 “bring home the bacon”-“aravani tortmoq”  
 “wolf in sheep’s clothing ”-“ko’zining yog’ini yemoq”,  
 “ (o’zini do’st ko’rsatib) orqadan pichoq urmoq”  
 “heart of gold”-“ochiq ko’ngil”

“barrel of laugh”-“bahri dili ochilish”, “og’zi qulog’ida ”

“all ears”-“qulog’im sizda”

“green with envy”-“rashkdan o’t bo’lib yonmoq”

“storm in a teacup”-“ota go’ri qozixonami?”

