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QUALIFICATION PAPER

**ANALYSIS OF PHRASEOLOGICAL UNITS IN THE CONTEXT BASED ON
THE NOVEL “SISTER CARRIE” BY THEODORE DREISER**

**5220100-Philology and teaching languages (The English Language) for
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**THE QUALIFICATION PAPER
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Introduction

The president of the Republic of Uzbekistan Islom Abduganievich Karimov speaking about the future of Uzbekistan underlines: “Harmonious generation is the future guarantee of prosperity”¹. It is our task to prepare taught, professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the national program about training personal was worked out au the formation of new generation of specialist “With the thigh common aid and professional culture creative and social activate, with the ability to orientate in the social and political life independently, capable to raise and solve the problem to the perspective”.

This qualification paper is dedicated to the study of the problem of phraseological units in the context. The theme of this qualification paper is “Analyses of phraseological units in the context based on the novel “Sister Carrie” by Theodore Dreiser”

The actuality of the research held is explained by the profound interest in learning Phraseological units in the context.

The aim this qualification paper describes the study structural-semantic classification of Phraseological Units in the context in different languages, particularly in the English and Uzbek languages, according to this general aim there put forward the following particular tasks:

- to study phraseological units and their definitions;
- to study classification of phraseological units;
- to study Phraseological units in the context

- to classify them according their structural form, group them as a part of speech.

¹ Karimov I.A. .“Harmonious generation is the future guarantee of prosperity”- Tashkent: Sharq, 2009.p.156

- to learn their semantic structure
- to search some teaching strategies of phraseological units

The materials of the investigation as A.V. Koonin's "English-Russian Phraseological dictionary" and Sh Rahmatullayev's "O'zbek tilining frazeologik lug'ati" and internet resources are taken as a base of this qualification paper

The subject matter of this qualification paper is to study Phraseological units in the context based on the novel "Sister Carrie" by Theodore Dreiser.

The object of the qualification paper is the phraseological units which sorted out from the novel "Sister Carrie".

The scientific novelty The main task of the work is to study phraseological units in the context and make research on the semantic-structural and componential analysis. The present work is the first attempt to give an objective picture of different approaches and view points on phraseological units in the context, we have studied them by the way of lexical approaches, analyzed them according to their components with the help of methods of phraseology in Modern English.

The following methods have been used in the paper as analytical, componential and comparative ones.

The practical and theoretical importance of the work and achieved gains can be used in lectures and seminars on English lexicology, theoretical courses of translation, grammar, stylistics, as well as can be used for practical lessons in translation, conversational practice and current events.

The structure of this qualification on paper is as follows: introduction, three chapters, Conclusion, and The list of used literature.

Introduction determines the actuality, scientific novelty, the aim and tasks of the work, methods of research, its practical value shows the material that served the basis for executed work.

Chapter I deals with the definition of Phraseological units, their classification and structure.

Chapter II deals with the analyses of Phraseological units in the context, and studies their componential, semantic and structural analyses. Translation of this Phraseological units are also given in this chapter.

The **third chapter** consists of two paragraphs and it deals with teaching methods of phraseological units and the strategies of learning vocabulary skills.

The **Conclusion** deals with the theoretical and practical results of this qualification paper.

The list of used literatures represents the list of the used literature, including scientific books, dictionaries and internet resources.

CHAPTER ONE. PHRASEOLOGY AS A BRANCH OF LEXICOLOGY.

Phraseology appeared in the domain of lexicology and is undergoing the process of segregating as a separate branch of linguistics. The reason is clear lexicology deals with words and their meanings, whereas phraseology studies such collocations of words (phraseologisms, phraseological units, idioms), where the meaning of the whole collocation is different from the simple sum of literal meaning of the words, comprising a phraseological units. F.e "Dutch auction" is not an auction, where instead of rising, the prices fall (compare "Dutch comfort", "Dutch courage", "Dutch treat" reflecting complicated historical factors). Phraseological units are according to Prof. Koonin A.V.² stable word-groups with partially or fully transferred meanings ("to kick the bucked", "Greek gift", "drink till all's blue", "drunk as a fiddler "(drunk as a lord, as a boiled owl) as mad as hatter (as a march hare)). According to Rose mare Glaser, a phraseological unit is a lexicalized, reproducible billexemic or polylexemic word group in common use, which has relative syntactic and semantic stability, may be idiomatized, may carry connotations, and may have an emphatic or intensifying function in a text.

Gabriele Knappe gives a quick look at the history of phraseology. Phraseology is a scholarly approach to language which developed in the twentieth century. It took its start when Charles Bally's notion of locutions phraseologiques entered Russian lexicology and lexicography in the 1930s and 1940s and was subsequently developed in the former Soviet Union and other Eastern European countries.

From the late 1960s on it established itself in (East) German linguistics but was also sporadically approached in English linguistics, too. The earliest English adaptations of phraseology are by Weinreich (1969; within the approach of transformational

² Кунин А.В. Фразеология современного Английского языка. –М: Международные отношения, 1996.- р.34

grammar). Arnold (1973), and Lipka (1974). In Great Britain as well as other Western European countries, phraseology has steadily been developed over the last twenty years. The activities of the European Society of phraseology (EUROPHRAS) and the European Association for Lexicography (EURALEX) with their regular conventions and publications attest to the prolific European interest in phraseology. With regard to bibliographical publications, the voluminous bibliography by Joachim Lengert (1998-1999) is an inventory of studies on phraseology (in a wide sense) in Romance philology from the beginning until 1997. It comprises 17, 433 titles. Bibliographies of recent studies on English and general phraseology are included in Welte (1990) and specially collected in Cowie Howarth (1996) whose bibliography is reproduced and continued on the internet and provides as a rich source of the most recent publications in the field.

1.1. The definition of phraseological units

Functionally and semantically inseparable units are usually called phraseological units. Phraseological units can't be freely made up in speech but are reproduced as ready made units. The lexical components in phraseological units are stable and they are non-motivated i.e. its meaning can't be deduced from the meaning of its components and they do not allow their lexical components and they do not allow their lexical components to be changed or substituted.

In phraseological units the individual components do not seem to possess any lexical meaning outside the word group. For example: red tape (bureaucratic methods), to get rid of; to take place; to lead the dance, to take care.³

³ Muminov.O. Lexicology of the English Language. -Tashkent: Mehridaryo, 2008.-pp.108-112

Prof. A. I. Smirnitkiy states that a phraseological unit may be defined as specific word groups functioning as a word equivalent. The phraseological units are single semantically inseparable units. They are used in one function in the sentence and belong to one part of speech.⁴

According to their semantic and grammatical inseparability we may classify the phraseological units in to: noun equivalents (heavy father), verb equivalents (take place, break the news) adverb equivalents (in the long run, high and low).

“Being word equivalents phraseological units may be more or less complex For example: there are phraseological units with one semantic centre, i.e. with the domination of component over another. This semantically dominating element also determines the equivalence of the phraseological unit to a certain class of words. This type of phraseological units is termed “collocation” (for example: verb-adverb collocation: to look after; attributive collocation; for example, out of the way; prepositional noun collocation: e.g. in accordance with.

There are phraseological units with two centres. They differ from collocations by the absence of one central word which focuses the main semantic and grammatical properties of the whole. They are termed “set expressions” (verb+noun set expressions), for example: to fall in love; adjective+noun set expressions black ball; phraseological repetitions spick and span. (A. I. Smirnitkiy).

Prof. A. Koonin does not support Smirnitkiy’s point of view on the equivalence of phraseological units A. Koonin points out that the components of phraseological units are mounted separately and therefore they can’t be used in one function in the sentence. For example: He gets rid of it. The problem of equivalency of phraseological units to words demands further investigation. A.V. Koonin thinks that

⁴ Smirnitkiy A.I. “Leksikologiya angliyskogo yazika”.- M: VYISSHAYA SHKOLA, 1956.- c.188

phraseology must be an independent linguistic science and not a part of Lexicology. Phraseology units are based on the functions in speech.

Stability of phraseological units is seen in its disallowance of the substitution of word groups. For example: "to shrug one's shoulders" does not allow to substitute either "shrug" or "shoulder".

Idiomaticity of phraseological units is lack of motivation of word groups. If a word group does not allow word by word translation it is called idiomatic word groups. For example: to kick the bucket – o'lmoq, in the soup – qiyin ahvolda, under a cloud – kayfiyati yomon.

Among the phraseological units there are the so-called imperative phraseological units. For example: God Bless his soul! Go well! Heaven forbid!, Lord love us! etc. These phraseological units mostly denote the emotional and expressive state of a person.

Proverbs, sayings and quotations exist also as ready made units with a specialized meaning of their own which can't be deduced from the meaning of their components. Therefore they may be included in phraseological units. For example: East or West, home is best, a friend in need is a friend indeed. To be or not to be.⁵

The history of many phraseologisms is an interesting record of the nation's past, of its way of life, customs and traditions. Many phraseological units are connected with commerce, For example: to talk shop, to make the best of the bargain, to have all one's good in the shop window a drug on the market (narkotik) Many phraseological units are associated with the sea (waves) for example: all at sea, to nail one's colours to the mast, to sail under false colours. Many phraseological units were borrowed

⁵ Кунин.А.В. Фразеология современного Английского языка.- М: Международные отношения, 1996.-ст.56

from the Bible, For example: the root of an evil – yashash manbai. Daily bread jaholat ildizi.

There is a subject of discussion among the linguists about the state of such combinations like “to give in”, “to make up”, “to take off”, “to get up”, “to give up” etc; what is the nature of the second element of such combinations is not a word therefore they are not phraseological units. Phraseological units, as we know consist of words. The second element is not a morpheme because it is not a morpheme, it is not a part of the word, they are not a part of the word, they are not adverbs because adverbs have definite lexical meanings and are used in a certain function in the sentence. But these units (get up, give up etc) have idiomatical therefore, A.V. Koonin calls such units “set phrases” which have no phraseological character. There are synonyms among phraseological units; for example: through thick and thin, by hook or by crook, for love or money – “hech bo’l maganda” ; pull one’s leg, to make a fool of smb – “ahmoq qilmoq”. Some of phraseological units are polysemantic as “at large – 1) ozodlikda semantic as at large -2) “ochiq havoda” 3) maqsadsiz 4) nishionga tushmagan 5) erkin 6) asosan 7) umuman 8) batafsil etc. it is the context that realizes the meaning of a phraseological unit in each case. The usage of phraseological units in speech is a subject of research work of many linguists. There are a number of idiomatic or colloquial phrases in the English language: as “end and aim”, “lord and masters”, “without let or hindrances”, “act and deeds”, “pure and simple”, “in deed and thruths”, “really and trulys”, “bright and shinings”, “honest and true”, “proud and haughty”, “weak and feebls”, “race and run”, “grant and groans”, “clean and neats”, “toil and delves”.⁶

Such double phrases occur very frequently in the “Book of Common prayer”, where we find for instance, “sins and wickedness”, dissemble nor clock “assemble and meet together”, requisits and necessarys”, er-red and strayed”, declare and pronounce”,

⁶ Muminov.O. Lexocology of the English Language. -Tashkent: Mehridaryo, 2008.-pp.108-112

“pardoneth and absolveth”, “bless and sanctify”, “offer and present”, “rule and governs”, knowledge and understanding “religiously and devoutly”, foot and sustenances, search and examine your consciences”, “prayers and supplications”, to try and examine themselves, confirm and strengthen”. James B. Qreenough.

If synonyms can be figuratively referred to as the tints and colours of the vocabulary, then phraseology is a kind of picture gallery in which are collected vivid and amusing sketches of the nation’s customs, traditions, and prejudices, recollections of its past history, scraps of folk songs and fairy-tales. Quotations from great poets are preserved here alongside the dubious pearls of philistine wisdom and crude slang witticisms, 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.

And what a variety of odd and grotesque images, figures and personalities one finds in this amazing picture gallery: dark horses, white elephants, bulls in china shops and green-eyed monsters, cats escaping from bags or looking at kings, dogs barking up the wrong tree and men either wearing their hearts on their sleeves or having them in their mouths or even in their boots. Sometimes this parade of funny animals and quaint human beings looks more like a hilarious fancy dress ball than a peaceful picture gallery and it is really a pity that the only interest some scholars seem to take in it is whether the leading component of the idiom is expressed by a verb or a noun.

The metaphor fancy dress ball may seem far fetched to skeptical minds, and yet it aptly reflects a very important feature of the linguistic phenomenon under discussion: most participants of the carnival, disguised as something or somebody else, or dropping metaphors, word-groups as phraseological units or idioms are characterized by a double sense: the current meanings of constituent words build up a certain picture, but the actual meaning of the whole unit has little or nothing to do with that picture, in itself creating an entirely new image.

So, *a dark horse* mentioned above is actually not a horse but *a person about whom no one knows anything definite*, and so *one is not sure what can be expected from him*. The imagery of *a bull in a china shop* lies very much on the surface: the idiom describes *a clumsy person*. *A white elephant*, however, is not even a person but a *valuable object which involves great expense or trouble for its owner*, out of all proportion to its usefulness or value and which is also difficult to dispose of. The *green-eyed monster* is *jealously*, the image being drawn from Othello. *To let the cat out of the bag* has actually nothing to do with cats, but means simply *to let some secret become known*. In *to bark up the wrong tree* (Amer) the current meanings of the constituents create a vivid and amusing picture of a foolish dog sitting under a tree and barking at it while the cat or the squirrel has long since escaped. But the actual meaning of the idiom is *to follow a false scent ; to look for somebody or something in a wrong place ; to expect from somebody what he is unlikely to do*. The idiom is not frequently used in detective stories: the police are barking up the wrong tree as usual (i.e. they suspect somebody who has nothing to do with the crime)

The ambiguousness of these interesting word group may lead to an amusing misunderstanding, especially for children who are apt to accept words at their face value.

Little Johnnie (crying): mummy, mummy my auntie Jane is dead.

Mother : Nonsense, child she phoned me exactly five minutes ago.

Johnnie : But I heard Mrs Brown say that her neighbours cut the dead.

(To cut somebody, to pretend not to know or recognize him)

Puns are frequently based on the ambiguousness of idioms:

Isn't our Kate a marvel! I wish you could have seen her at the Harresons Party yesterday. I'd collected the bricks she dropped all over the place, I could build a villa.

(To drop a brick means “to say intentionally a quite indiscreet or tactless thing that shocks and offends people)

So, together with synonymy and antonymy, phraseology represents expressive resources of vocabulary.

V.H.Collins writes in his Book of English idioms: In standard spoken and written English today idiom is an established and essential element that, used with care, ornaments and enriches the language.⁷

Used with care is an important warning because speech overloaded with idioms loses its freshness and originality. Idioms, after all, are ready made speech units, and their continual repetition sometimes wears them out: they lose their colours and become trite dishes. Such idioms can hardly be said to “ornament” or enrich the language.

On the other hand, oral or written speech lacking idioms loses much in expressiveness, colour and emotional force. In modern linguistics, there is considerable confusion about the terminology associated with these word-groups. Most Russian scholars use the term “phraseological unit” which was first introduced by Academician V.V. Vinogradov whose contribution to the theory of Russian phraseology cannot be overestimated. The term “idiom” widely used by western scholars has comparatively recently found its way into Russian phraseology but is applied mostly to only a certain type of phraseological unit as it will be clear from further explanations.

There are some other terms denoting more or less the same linguistic phenomenon; set expressions set phrases, fixed word-groups, collocations.

The confusion in the terminology reflects insufficiency of positive or wholly reliable criteria by which phraseological units can be distinguished from “free” word-groups.

⁷ Collins V. “A Book of English Idioms”- London: Penguin Books, 1999

It should be pointed out at once that the freedom of free word-groups is relative and arbitrary. Nothing is entirely “free” in speech, as its linear relationships are governed, restricted and regulated, on the one hand, by requirements of logic and common sense and on the other by the rules of grammar and combinability. One can speak of a *black-eyed girl* but not of a *black-eyed table* (unless in a piece of modernistic poetry where anything is possible). Also, to say *the child was glad* is quite correct but *a glad child* is wrong because in Modern English glad is attributively used only with a very limited number of nouns (e.g. *glad news*) and names of persons are not among them. Free word-groups are so called not because of any absolute freedom in using them but up anew in the speech process where as idioms are used as ready-made units with fixed and constant structures.

How to Distinguish Phraseological Units from Free Word-Groups.

This is probable the most discussed and the most controversial-problem in the field of phraseology. The task of distinguishing between free word-groups and phraseological units is further complicated by the existence of a great number of marginal cases, the so called semi-fixed or semi-free word groups also called non-phraseological units their structural stability but lack their structural semantic unity and figurativeness (e.g. *to go to school, to go by bus, to commit suicide*)

There are two major criteria for distinguishing between phraseological units and free word-groups: semantic and structural. Compare the following examples:⁸

A. *Cambridge don: I'm told they're inviting more American professors to this university. Isn't it rather carrying coals to Newcastle (to carry coals to Newcastle means "to take something to a place where it is already plentiful and not needed" cf. with the R.B Тулу со своим самоваром)*

B. *This cargo ship is carrying coal to Liverpool.*

⁸ Muminov.O. Lexicology of the English Language. -Tashkent: Mehridaryo, 2008.-pp.108-112

The first thing that captures the eye the semantic difference of the two word-groups consisting of the same essential constituents. In the second sentence the free word-group is carrying coal standing for real hard, black coal and carry for the plain process of taking something from one place to another. The first context quite obviously has nothing to do either with coal or with transporting it, and the meaning of the whole word-group is something entirely new and far removed from the current-meanings of the constituents. Academician V.V. Vinogradov spoke of the semantic change in phraseological units as a meaning resulting from a peculiar chemical combination of words. This seems a very apt comparison because in both cases between which the parallel is drawn an entirely new quality comes into existence.⁹

The semantic shift affecting phraseological units does not consist in a mere change of meanings of each separate constituents merge to produce an entirely new meaning: e.g. to have a bee in one's bonnet means to have an obsession about smith; to be accentric or even a little mad." The humorous metaphoric comparison with a person who is distracted by a bee continually buzzing under his cap has become erased and half-forgotten, and the speakers using the expression hardly think of bees or bonnets but accept it in its transferred sense obsessed, eccentric". That is what is meant when phraseological units are said to be characterized by semantic unity. In the traditional approach, as word-groups conveying a single concept (where as in free word-groups each meaningful component stands for a separate concept).

It is this feature that makes phraseological units similar to words: both words and phraseological units possess semantic unity very obviously lack being combination of words.

Most Russian scholars today accept the semantic criterion of distinguishing phraseological units from free word-groups as the major one and base their research work in the field of phraseology on the definition of a phraseological unit offered by

⁹ Vinogradov V.V. "Lexicology and Lexicography".- М: Избранные труды,1976.- pp.134-162

Professor A.V.Koonin, the leading authority on problems of English phraseology in our country:”A phraseological unit is a stable word-group characterized by a completely or partially transferred meaning”.¹⁰

The definition clearly suggests that the degree of semantic change in a phraseological unit may vary (completely or partially transferred meaning). In actual fact the semantic change may affect either the whole word-group or only one of its components.the following phraseological units represent the first case:

to skate on thin ice (=to put oneself in a dangerous position; to take risks);

to wear one`s heart on one`s sleeve (=to expose ,so that everyone knows one`s most intimate feelings);

to have one`s heart in one`s boots(=to be deeply depressed, anxious about something);

to have one`s heart in one`s mouth (=to be greatly alarmed by what is expected to happen);

to have one`s heart in the right place (=to be a good honest and generous fellow);

a crow in borrowed plumes (=a person pretentiously and unsuitably dressed; cf with the R. ворона в павлиньих перьях);

a wolf in a sheep`s clothing (=a dangerous enemy who plan sibly poses as a friend).¹¹

The second type is represented by phraseological units in which one of the components preserves its current meaning and the other is used in a transferred meaning : *to lose(keep) one`s temper, to fly into a temper, to fall ill, to fall in love (out of love), to stick to one`s word,(promise) , to arrive at a conclusion, bosom*

¹⁰ Кунин.А.В. Фразеология современного Английского языка. М: Международные отношения, 1996.-ст.56

¹¹ Кунин А.В. Англо-русский фразеологический словарь.- 3-е изд., стереотип –М: Русский язык, 2001.

friends, shop talk (also: to talk shop), small talk. Here though, we are on dangerous ground because the border-line deviding phraseological units with partially changed meanings from the so-called semi-fixed or non-phraseological word-groups (marginal cases) is uncertain and confusing. The term idiom, both in this country and abroad, is mostly applied to phraseological units with completely transferred meanings, that is, to the ones in which the meaning of the whole unit does not correspond to the current meanings of the components. There are many scholars who regard idioms as the essence of phraseology and the major focus of interest in phraseology research.

The structural criterion also brings forth pronounced distinctive features characterizing phraseological units and contrasting them to free word-groups.

Structural invariability as an essential feature of phraseological units; though as we shall see, some of them possess it to a lesser degree than others structural invariability as of phraseological units finds expression in anumber of restrictions.

First of all restriction in substitutions . As a rule, no word can be substituted for any meaningful component of a phraseological unit without destroying its sense. To carry coals to Manchester makes as little sense as В.Карков со своим самоваром. The idiom to give somebody the cold shoulder means, to treat smb coldly to ignore or cut hem “but a warm shoulder or a cold elbow make no sense at all. The meaning of a be in smb`s bonnet was explained above, but a bee in his hat or cap would sound a silly error in choise of words, one of those absurd slips that people are apt to make when speaking a foreign language.¹²

At the same time, in free word-groups substitution does not present any dangers and does not lead to any serious consequences. In the *cargo ship is carrying coal to Liverpool* all the components can be changed:the ship /vessel/ boat carries / transports/ takes/ brings coal to(any port).

¹² Ginzburg K.S. A course in modern English Lexilogy.- М: Высшая школа, 1981.-pp.74-88

The second type of restriction is the restriction in introducing any additional components into the structure of a phraseological unit. In a free word-group such changes can be made without affecting the general meaning of the utterance. *This big ship is carrying a large cargo of coal to the port of Liverpool.*

In the phraseological unit *to carry coal to Newcastle* no additional components can be introduced. Nor one can speak about *the big white elephant* (when using the white elephant in its phraseological sense) or about somebody *howing his heart in his brown boots*. Yet, such restrictions are less regular. In *Vanity Fair* by W.M.Thackeray the idiom *to build a castle in the air* is used in this way: *while dressing for dinner, she built for herself a most magnificent castle in the air of which she was the mistress.*

In fiction such variations of idioms created for stylistic purposes are not a rare thing. In oral speech phraseological units mostly preserve their traditional structures and resist the introduction of additional components.

The third type of structural restrictions in phraseological units is grammatical invariability. A typical mistake with students of English is to use the plural form of fault in the phraseological unit *to find fault with somebody*. (e.g. The teacher always found faults with the boy. Though the plural form in this context is logically well-founded, it is a mistake in terms of the grammatical invariability of phraseological units. A similar typical mistake often occurs in the unit *from head to foot* (e.g. From head to foot he was inaccurately dressed) students are apt to use the plural form of foot in this phrase thus arising and more against the rigidity of structure which is so characteristic of phraseological units.

Yet again, as in the case of restriction in introducing additional components, there are exceptions to the rule, and these are probably even more numerous. One can build a castle in the air, but also castles. *A shameful or dangerous family secret* is picturesquely described as *a skeleton in the cupboard* the first substantive component

being frequently and easily used in the plural form, as in: *I'm sure they have skeletons in every cupboard. A black sheep* is a disreputable member of a family who in especially serious cases may be described as *the blackest sheep of the family*.¹³

1.2. Classification and structure of phraseological units

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

Phraseological units can be classified according to the ways they are formed, according the degree of the motivation of their meaning, according to their structure and according to their part of speech meaning.¹⁴

A.V. Koonin classified phraseological units according to the way they are formed. He pointed out primary and secondary ways of forming phraseological units. Primary ways of forming phraseological units are those when a unit is formed on the basis of a free word-group:

a) the most productive in Modern English is the formation of the phraseological units by means of transferring the meaning of terminological word-groups, e.g. in cosmic

¹³ Arnold I.B. The English word.- М: Высшая школа, 1973.- pp.174-181

¹⁴ Muminov.O. Lexocology of the English Language. -Tashkent: Mehridaryo, 2008.-pp.108-112

technique we can point out the following phrases: *launching pad* “in its terminological meaning is” uchish maydoni, in its transferred meaning – yuborish manzili, “*to link up*”- aloqa o’rnatmoq, in its transformed meaning it means – tanishmoq.

b) a large group of phraseological units was formed free word groups by transforming their meaning. For example: “*granny farm*” qariyalar pansiyani, “*troyan horse*” – *kompyuter uchun dastur*;

c) phraseological units can be formed by means of alliteration. For example: “*a sad sack*” – *baxtli voqea*, “*culture vulture*”- *sanatga ishqiboz odam*.

d) they can be formed by means of expressiveness, especially it is characteristic for forming interjections. For example: *my aunt!*, *hear, hear!* Etc.

e) they can be by means of distorting a word group. For example: “*odds and ends*” was formed from “*odds 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 (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 unreal image, for example: “*to have butterflies in the stomach*” – xavotir olmoq, “*to have green fingers*” – bog’bonlik qo’lidan kelmoq, etc.¹⁵

¹⁵ Muminov.O. Lexicology of the English Language. -Tashkent: Mehridaryo, 2008.-pp.108-112

i) they can be formed by using expressions of writers or politicians in every day life. For example: “*corridors of power*” (Snow), “*American dream*” (Alby) “*loaistyears*” (Churchill), *the winds of change* (M. Milan)

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 ones feet*” was converted into “*vote with one’s feet*”
- b) Grammar form, for example: *make hay while the sun shines* is transferred into 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 not make a silk purse out of a sow’s ear*” by means of clipping the middle of it the phraseological unit “*to make a sow’s ear*” was formed with the meaning “*xato qilmoq*”
- f) borrowing phraseological units from other languages, either as translation loans, for example “*living space*” (German) “*to take the bull by the horns*” (Latin) or by means of phonetic borrowings “*meche blanche*” (French) “*corpse d’elite*” (French) “*sotto voice*” (Italian) etc.¹⁶

Phonetic borrowings among phraseological units refer to the bookish style and are not used very often. They are different combinations of words. Some of them are free

¹⁶ Амосова Н.Н. Основы английской фразеологии –Л: Из-во Ленинг-кого ун-та, 1990.-с.203

e.g. to read books (newspapers, a letter, etc) others are fixed, limited in their combinative power, e.g. to go to bed, to make a report. The combinations of words which are fixed (set expressions) are called phraseological units. A free combination is a syntactical unit, which consists notional and form words and in which notional words have the function of independent parts of the sentence. In a phraseological unit words are not independent. They form set expressions, in which neither words nor the order of words can be changed. Free combinations are created by the speaker in a ready form, without any changes. The whole phraseological unit has a meaning which may be quite different from the meaning of its components, and therefore the whole unit, and separate word, has the function of a part of the sentence. Phraseological units consist of separate words and therefore they are different words, even from compounds. Word has several structural forms but in phraseological units only one of the components has all the forms of the paradigm of the part of speech it belongs to. Eg. *To go to bed, goes to bed, went to bed, gone to bed, going to bed*, etc. the rest of the components do not change their form.

By the classification of Academician V. Vinogradov¹⁷ phraseological units are divided into three groups: **phraseological combinations, phraseological unities and phraseological fusions.**

Phraseological combinations are often called traditional because words are combined in their original meaning but their combinations are different in different languages. E.g. *cash and carry* (self-service shop); *in a big way* (in great degree) etc. it is usually impossible to account logically for the combination of particular words. It can be explained only on the basis of tradition, e.g. *to deliver a lection* (but not a read a lecture).

In phraseological combinations words retain their full semantic independence although they are limited in their combinative power. E.g. *to wage war* (but not to

¹⁷ Vinogradov V.V. “Lexicology and Lexicography” -М: Избранные труды, 1976

lead war), *to render assistance, to render services* (but not *to render pleasure*) phraseological combinations are the least idiomatic of all the kinds of phraseological units. In other words, in phraseological combinations the meaning of the whole can be inferred from the meaning of the whole can be inferred from the meaning of the components. E.g. *to draw a conclusion, to lend assistance, to make money, to pay attention to*. In phraseological combinations one of the components (generally the component which is used figuratively) can be combined with different words. E.g. *to talk sports, politics, business* (but *to speak about life*), *leading worker, leading article* (but *the main problem*) *deadly enemy, deadly shot* (but *a mortal wound*), *keen interest, keen curiosity, keen sense of humour*. (but *the great surprise*)

Words of wide meaning as *to make, to take, to do, to give* etc. Form many phraseological units, e.g. *to take an examination to take a trip, to take a chance, to take interest, to make fun of, to make inquiries, to make a statement, to make friends, to make haste*. Sometimes traditional combinations are equivalents of prepositions, e.g. *by means of, in connection with*. Some phraseological combinations have nearly become compounds e.g. *brown bread*. Traditional combinations often have synonymous expressions, e.g. *to make report=to deliver a report*. Phraseological combinations are not equivalents of words. Though the components of phraseological combinations are limited in their combinative power, that is, they can be combined only with certain words and can't be combined only with certain words and can't be combined with any other words, they preserve not only not only their meaning, but all their structural forms, e.g. *nice distinction* is a phraseological combinations and it is possible to say *nice distinctions, nicer distinction* etc. or *to clench one's fist* (clenched his fists, was clenching his fists, etc). In Prof. A. Smirnitsky's opinion traditional combinations are not phraseological units, as he considers only those word combinations to be phraseological units which are equivalents of words.¹⁸

¹⁸ Смирницкий А.И. Лексикология английского языка.- М: Высшая школа, 1996.- р.146

In phraseological unities the meaning of the whole can be guessed from the meaning of its components, but it is transferred (metaphorical or metonymical). E.g. *to play the fist fiddle (to be a leader in something)*, *old salt (experienced sailor)* etc. The meaning of the whole word combination is not the sum of the meaning of its components, but it is based on them and the meaning of the whole can be inferred from the image that underlies the whole expression, e.g. *to get on one's nerves*, *to cut smb short to show one's teeth*, *to be at daggers drawn*. Phraseological unities are often synonyms of words, e.g. *to make a clean breast of*=*to confess*; *to get on one's nerves*=*to irritate*.

Phraseological unities are equivalents of words as;

1) only one of components of a phraseological unity has structural forms, e.g. *to play (played, is playing, etc) the fist fiddle* (but not *played the fist fiddles*); *to turn (turned, will turn, etc) a new leaf* (but not *to turn newer leaf of new leaves*)

2) the whole unity and not its components are parts of the sentence in syntactical analysis,

e.g. in the sentence. *He took the bull by the horns* (attacked a problem boldly)

There are only two parts: he – the subject, and *took the bull by the horns* – the predicate.

In phraseological fusions the degree of motivation is very low, we can not guess the meaning of the whole from the meaning of its components, they are highly idiomatic and can not be translated word for word into other languages, e.g. *to pull one's leg – (deceive)*; *at sixes and sevens (in confusion)*; *a mare's nest (a discovery which turns out to be false or worthless)*; *to show the white feather (to show cowardice)* *to ride the high horse (to put on airs)*. Phraseological fusions are most idiomatic of all the kinds of phraseological units. Phraseological fusions are equivalents of words: fusions as well as unities form a syntactical whole in analysis.

Prof. A. I. Smirnitsky¹⁹ worked out structural classification of phraseological units, comparing them with words. He points out one top units which he compares with derived words because derived words have only root morpheme. He points out two-top units which he compares with compound words because in compound words we usually have two root morphemes. Among one top units he points out three structural types:

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

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

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

Among two-top units. A. I. Smirnitsky points out the following structural type: a) attributive – nominal such as: *month of Sundays, grey matter, a millstone round one’s neck* and many others. Units of this type are noun equivalents and can be partly or

¹⁹ Смирницкий А.И. Лексикология английского языка.- М: Высшая школа, 1996.- p.148

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

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

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

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

Phraseological units can be classified as parts of speech (syntactical classification). This classification was suggested by I. V. Arnold. Here we have the following groups:²⁰

²⁰ Arnold I.B. The English word. –Moscow: Высшая школа, 1973.- pp.174-181

- a) Noun phraseologisms denoting an object, a person, a living being. E.g. bullet train, latchkey child, redbrick university, Green Berets.
- b) Verb phraseologisms denoting an action, a state, a feeling. E.g. to break the log-jam, to get on somebody's coattails, to be on the beam, to nose out, to make headlines.
- c) Adjective phraseologisms denoting a quality e.g. loose as a goose, dull as lead.
- d) Adverb phraseological units, such as: with a bumb, in the soup, like a dream, like a dog with two tails.
- e) Preposition phraseological units, such as e.g. in the course of, on the stroke of.
- f) Interjection phraseological units. E.g. "Catch me", Well, I never! Etc.

In I.V. Arnold's classification there are also sentence equivalents, proverbs, sayings and quotations, e.g. the sky is the limit, "*What makes him tick*" "*I'm easy.*" Proverbs are usually metaphorical e.g. "*Too many cocks spoil the broth*"; while sayings are as a rule non-metaphorical e.g. "*Where there is a will, there is a way*". Set expressions functioning like nouns (noun phraseology-sms):N+N:*maiden name* the surname of a woman before she was married brains trust a committee of experts or a number of reputedly well informed person chosen to answer questions of general interest without preparation.

N's+N:*cat's paw* one who is used for the convenience of a clever and stronger person (the expression comes from a fable in which a monkey wanting to eat some chestnuts that were on a hot stove but not wishing to burn himself while getting them, seized a cat and holding its paw in his own used it to knock the chestnuts to the ground). Hobson's choice a set expression used when there is no choice at all, when a person has to take what is offered or nothing (Homes Hobson a 17th century London stableman made every person hiring horses take the next in order).

N+prep+N: *the arm of the law* N+A. *knight errant* (phrase is today applied to any chivalrous man ready to help and protect oppressed and helpless people).

N+and+N: *lord and master*'s "husband ; all the world and his wife everybody ; *rank and file* ", the ordinary working members of an organization (the origin of this expression is military life), it denotes common soldiers) ways and means' methods of overcoming difficulties.

A+N: *green room* "the general reception room of a theatre (it is said that formerly such rooms had their walls coloured green to relieve the strain on the actor's eyes after the stage lights); high tea an evening meal which combines meat or some similar extra dish with the usual tea.

N+subordinate clause: ships that pass in the night chance acquaintances.

Set expressions functioning like adjectives:

A+and+A: high and mighty.

(as)+A+as+N: as old as hills, as mad as a hatter.

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

N+N: tooth and nail

Prep+N: by heart, of course.

Adverb+prep+A+N: once in a blue moon.

Prep +N+or+N: by hook or by crook.

Conj +clause: before one can say Jack Robinson.

Set expressions functioning like prepositions : prep+N+prep: in consequence of.

It should be noted that the type is often but not always characterized by the absence of the article. E.g. by red son of-on the ground of.

Set expressions functioning like interjections. These are often structured as imperative sentences: Bless (one`s soul); God bless me! Hang it (all); take your time! There is one more type of combinations, also rigid and introduced into discourse ready-made but different from all the types given above in so far as it is impossible to find its equivalent among the parts of speech. These are formulas used as complete utterances and syntactically shaped like sentences, such as the well-known American maxim Keep smiling! Or British Keep Britain tidy.

A.I.Smirnitsky was the first among Russian scholars who paid attention to sentences that can be treated as complete formulas, such as *How do you do? Or I beg you pardon ; it takes all kinds to make the world ; can the leopard change his spots?* They differ from all the combinations so far discussed because they are not equivalent to words in distribution and are semantically analyzable. The formulas discussed by N.N Amosova are on the contrary semantically specific. E.g. save your breath “shut up or tell it to the marines (one of the suggested origins is tell that to the horse marines such a corps being non-existent, as marines are sea-going force, the last expression means tell (to the horse marines)it to some one who does not exist because real people will not believe it)very often such formulas formally identical to sentences, are in reality used only as insertions, into other sentences: the cap fits the statement is true (e.g. he called me a liar”- well you should know if the cup fits)cf also:butter would not melt in his mouth his bark is worse than his bite.²¹

And one more point: free word combinations can never be polysemantic,while there are polysemantic phraseological units²² .eg.

²¹ Амосова Н. Н. Основы английской фразеологии.- Л: Moscow, 1963.- pp.78-167

²²Чинева А.А .,Английская фразеология.- М: Высшая школа, 1992.- сс.34-96

1. To be on the go.
 2. To be busy and active
 3. to be leaving
 4. to be tipsy
 5. to be near one's end have done with
1. make an end of
 2. to give up
 3. reach the ends of.

Two types of synonymy are typical of phraseological units: synonymy of phraseological units that do not contain any synonymous words and are based on different images.

To leave no stone unturned to ground arms. In free word combinations synonymy is based on the synonymy of particular words (an old man elderly man).

Phraseological units have word synonymys: to make up one's mind to decide to haul down colours to surrender. According to the degree of idiomaticity phraseological units can be classified into three big groups: phraseological fusions, phraseological unities, and phraseological collocations.

Phraseological fusions are completely non-motivated word-groups, as mad as a hatter utterly mad; white elephant an expensive but useless thing.

Phraseological unities are partially non-motivated as their meaning can usually be perceived through the metaphoric meaning of the whole phraseological unit, e.g. to bend the knee to submit to a stronger force, to obey submissively, to wash one's dirty linen in public to discuss or make public one's quarrels.

Phraseological collocations are not only motivated but contain one component used in its direct meaning, while the other is used metaphorically e.g. to meet the requirements, to attain success.

The consideration of the origin of phraseological units contributes to a better understanding of phraseological meaning. According to their origin all phraseological units may be divided into two big groups: native and borrowed

The main sources of native phraseological unit are:

1) Terminological and professional lexis. e.g. physics: center of gravity (центр тяжести) specific weight (удельный вес) navigation: cut the painter (обрубить канат) –to become independent; lower one's colours (спустит свой флаг)-to yield, to give in; military sphere :to fall into line (стать в строй)conform with others.

2) British literature e.g. the green-eyed monster-jealously.(W.Shakespeare)

3) British traditions and customs, e.g. baker`s dozen-a group of thirteen.

4) Superstitions and legends. E.g. black sheep.-a less successful a more immoral person in a family or a group.

5) Historical facts and events, personalities e.g. as well be hanged(or hung)for a sheep as a lamb something that you say when you are going to be punished for something so you decide to do smth worse because your punishment will not be any more severe.

6) Phenomena and facts of everyday life. E.g. carry coals to Newcastle-to take something to a place where there is plenty of it available.

The main sources of borrowed phraseological units are:

1) Holy script e.g. left hand does not know what the right hand is doing communication in an organization is bad so that one part does not know what is happening in another part.

2) Ancient legends and myths belonging to different religious or cultural traditions e.g. to cut the Gordian knot to deal with a difficult problem in a strong simple and affective way.

3) Facts and events of the world history e.g. to cross the Rubicon to do something which will have very important results which cannot be changed after.

4) Variants of the English language e.g. a heavy hitter-someone who is powerful and has achieved a lot (American)

5) Other languages (classical and modern e.g. second to none-equal with any other and better than most (from Latin ; nulli secundus);

A phraseological unit can be defined as a reproduced and idiomatic (non-motivated) or partially motivated unit built up according to the model of free word groups (or sentences) and semantically and syntactically brought into correlation with words. Hence, there is a need for criteria exposing the degree of similarity/difference between phraseological units and free word groups, phraseological units and word.

In Conclusion we can say that Phraseological units are habitually defined as non-motivated word-groups that cannot be freely made up in speech but are reproduced as ready-made units. This definition proceeds from the assumption that the essential features of phraseological units are stability of the lexical components and lack of motivation. It is consequently assumed that unlike components of free word-groups which may vary according to the needs of communication, member-words of phraseological units are always reproduced as single unchangeable collocations.

CHAPTER TWO. ANALYSIS OF PHRASEOLOGICAL UNITS IN THE CONTEXT BASED ON THE NOVEL “SISTER CARRIE” BY THEODORE DREISER

2.1. Componential analysis of phraseological units in the context

The semantic structure of phraseological units is formed by semantic ultimate constituents called macro components of meaning. There are the following principal macro components in the semantic structure of phraseological units:²³

1. Denotational (descriptive) macrocomponent that contains the information about the objective reality, it is the procedure connected with categorization, i.e. the classification of phenomena of the reality, based on the typical idea about what is denoted by a phraseological unit, i.e. about the denotatum. For example;

1. The little shop girl was getting into deep water (p147)²⁴

Fabrikaning dilbar ishchisi go`yo brogan sari suvga botayotgandek bo`lardi. (127)

2. I don't want you to go up against a hard game.

Men sening yana qiynalib qolishingni istamasdim. (237 b)

3. She shook her head in absolute misery.

Kerri ma'yus bosh chayqab qo`ydi

4. I bet you make a hit (p567)

²³ Арсентьева. Е. Ф. Сопоставительный анализ фразеологических единиц. Казан: Издательство Казанского Университета, 1989.-с. 37-84

²⁴ Theodore Dreiser. “Sister Carrie”. - Moscow: 1968

Muvaffaqiyat qozonishiga aminman.(463b)²⁵

5.He did however gain considerable knowledge by talking for he discovered the influence of tammany hall and the value of standing in with the police (p331)²⁶

U shaharning amaliy hayotiga tammaniholning tasiri benihoya ekanligini va politsiya bilan yaxshi aloqada bo`lmoq go`yatda muhimligidan voqif bo`ldi.(303b)

6. He's got a soft job. (p 396)

erining ishi ham daromadlida. (366 b)

7.On this Friday afternoon, scarcely two days after his previous visit, he made up his mind to see Carrie. (p 153)

Gerstvod Kerrini ko`rganiga ikki kun bo`lganida juma kuni soat ikkida uni yana ko`rishga jazm etdi. (133 b)

8.He would have church like silence in order to express his feelings and she kept it.

Gerstvod ko`nglidagi borini izhor etmog`I uchun xuddi cherkovdagidek sukunat zarur bo`lganidan Kerri uni buzmasdi.

9.In the parlour Jessica was playing at the piano, the sounds of a merry waltz filling every nook and corner of the comfortable home. (p 245)

Jessika mehmonxonada royal chalayotganidan sho`x valsning sadolari shinamgina kvartiraning har bir burchagida yangrardi. (221 b)²⁷

²⁵ Теодор Драйзер. Бахтикарро Керри.- Тошкент: Шарк, 2007

²⁶ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

²⁷ Теодор Драйзер. Бахтикарро Керри.- Тошкент: Шарк, 2007

2. Evaluational macrocomponents that contains information about the value of what is denoted by a phraseological unit, i.e. what value the speaker sees in this or that object| phenomenon of reality - the denotatum. The rational evaluation may be positive, negative and neutral, e.g. a home from home a place or situation where one feels completely happy and at ease (positive), the lions den- a place of great danger (negative) in the flesh – in bodily form (neutral). Evaluation may depend on empathy (i.e. a view point) of the speaker| hearer.²⁸

1. They both frequently made light of them.

Xullas, xatlar Loa Osbrn ikkoviga yaxshigina ermak edi.

2. Thus was Hurstwood installed in the Broadway Central, but not for long. He was in no shape or mood to do the scrub work.

Biroq u jismoniy jihatdan ham, ahvol ruhiyasi jihatdan ham qora ishga yaramasdi.

3. How sheepish men look when they fall, don't they? (540 p)

Erkaklar dumalasa juda tentak ko'rinadida.

4. Oh, about six and six said the other (p 540)

Yomon emas. Zorlanadigan joyi yo'q. (505 b)²⁹

5. The old butterfly was as light on the wing.

Parvona g'am-tashvish nimaligini bilmay, hamon ilgariday charx urardi. (505 b)

6. I'm after bread was all he said as he passed (p75)³⁰

²⁸ Арсентьева.Е.Ф. Сопоставительный анализ фразеологических единиц. Казан: Издательство Казанского Университета, 1989.-с.с. 37-84

²⁹ Теодор Драйзер. Бахтикарро Керри.- Тошкент: Шарк, 2007

Nonga tushuvdim –dedi ganson uning yonidan o`tib ketayotib.(58b)

7.Aw, he said what are you looking so blue a bout?(p102)

Nega qovoq tum shug`ingiz osilib ketdi? Deb so`radi-u

8.Convention`s own tinder box the eye that is green (p109)

Zo`raki munosabatlar olamida rashkning ko`zlari.

9.They are putting on a summer play at the Casino, she announced, after figuratively putting her ear to the ground. (p 485)³¹

Men kazinoda yozda bir nima qo`yishmoqchimish deb eshitdim. (453 b)

10.He was vain, he was boastful, he was deluded by fine clothes as any silly headed girl. (p 89)

11.The winter was near at hand , she had no clothes, now she was out of work. (ch VI)

Qish yaqinlashib qolgandi, buning ustiga ishdan mahrum bo`lgan edi (63 b)

12.On the strength of this, he was content to lose his ante. (p 398)

U qo`lida shunaqa kartalar bo`lgandan keyin, dastlabki do`vni yutqizishga majbur bo`ldi. (367 b)³²

3.Motivational macrocomponent that correlates with the notion of the inner form of a phraseological unit, which may be viewed as the motif of transference, the image-forming base, the associative-imaginary complex, etc. The notion motivation of a phraseological unit can be defined as the aptness of the literal reading of a unit can be

³⁰ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

³¹ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

³² Теодор Драйзер. Бахтиқаро Керри.- Тошкент: Шарқ, 2007

defined as literal reading to be association with the denotational and evaluational aspect of meaning. For example, the literal meaning of the phraseological unit “*to have broad shoulders*”- evokes associations connected with physical strength of a person. The idea that broad shoulders are indicative of a person’s strength and endurance actualized, becomes the base for transference and forms the following meaning: to be able to bear the full weight of one’s responsibilities;*get the upper hand* – to gain(have)upper rounds- to have impact on smb.; *to put an appearance*- to come to home, to appear at home; *to be another yard off the same cloth*- be same according the function or duty; *to breathe into the ear*- to whisper into the ear; *to wander up and down*- to walk back and forth; *to be near at hand*- to have very short time;etc.³³

1. *He would have tricked her without turning an eyelash. (p 276)*

Bu odam sira ham pinagini buzmay, unga shunaqa yaramas hazil qilmoqchi bo 'ldiya. (250 b)

Without turning an eyelash = never batted an eyelash, not batting an eyelash, without batting an eyelash.

2. *You think you'll spring something and get the upper hand. (p 250)*

Yolg'onni ishga solib, shu yo'l bilan meni qo'lga olmoqchimisan? (225 b)

Get the upper hand = gain (have) upper hand.

3. *Hurstwood's words, however had gone the rounds. (p 204)*

Gerstvudning so'zlari esa o'z ta'sirini o'tkazmay qolmasdi. (181 b)

³³ Арсентьева.Е.Ф. Сопоставительный анализ фразеологических единиц. Казан: Издательство Казанского Университета, 1989.-с.с. 37-84

4. *They're all the rage this fall. (351 p)*³⁴

*Bu yil shunaqa poyafzal rasm bo'lgan (322 b)*³⁵

All the go = all the rage.

5. *She worked about the room until Drout put in an appearance at 5 o'clock. (p 253)*

Keri uy yig'ishtirgach, soat 5larda Drue keldi. (227 b)

To put in appearance = to make an appearance.

6. *Aw! Go chase yourself. (ch VI)*

Bore, aravangni tort.

Chase yourself – go chase yourself.

7. *His preference for Fitzgerald and Moy's Adams street place was another yard off the same cloth. (p 66)*

U ana shunday hayollarga borib Adam stritdagi Fitjerald va Moy mayxonasini ma'qul ko'rardi.

4. Emotive macrocomponent that is the contents of subjective modality expressing feeling- relation to what is denoted by a phraseological unit within the range of approval disapproval, e.g. a leading light in smth a person who is important in a particular group (spoken with approval), to lead a cat and dog life – used to describe a husband and wife who quarrel furiously with each other most of the time' (spoken with disapproval) Emotiveness is also the result of interpretation of the imaginary base in a cultural aspect.³⁶

³⁴ Theodore Dreiser. "Sister Carrie". - Moscow: 1968

³⁵ Теодор Драйзер. Бахтикарро Керри.- Тошкент: Шарқ, 2007

³⁶ Арсентьева.Е.Ф. Сопоставительный анализ фразеологических единиц. Казан: Издательство Казанского Университета, 1989.-с. 37-84

1. Ames had taken a seat beside Carrie, and accordingly he felt it his bounden duty to pay her some attention. (p 354)³⁷

Kerri bilan yonma-yon o'tirganidan Ems unga ma'lum darajada e'tibor berishni o'zining burchi deb bilardi. (325 b)

One's bounden duty = one's sacred duty.

2. It cut her to the quick, and she resolved that she would not come here again until she looked better. (p 347)³⁸

Kerri to usti boshini yaxshilab olmaguncha bu yerda qorasini ko'rsatmaslikka ahd qildi. (318 b)

Cut to the quick = hurt, sting, touch smb to the quick.

3. We can not change some components of phraseological units. If we change the macrocomponent meaning is also may change: ups and downs.

4. Oh, I guess we'll be able to whip them into shape. (p 197)

O, men bularni mulla qilamiz deb o'ylayman. (175 b)

5. This was a dog's life, he thought. (p 465)

Rasvo hayot! –derdi u ichida. (434 b)

6. She began to get the hang of those little things which the pretty women who has vanity invariably adopts. (p 132)

Shu tariqa o'ziga bino qo'ygan har qanfday chiroyli xotin ertami-kechmi, baribir ilib oladigan narsalarni asta sekin o'rgana bordi. (113 b)³⁹

³⁷ Theodore Dreiser. "Sister Carrie". - Moscow: 1968

³⁸ Theodore Dreiser. "Sister Carrie". - Moscow: 1968

7. *That much she surmised (p 496)*

Buni tushinish unchalik qiyin emasdi.

8. *Then he sought the fore fore man, who was already on the ground. (p 458)*

Keyin esa masterni izlashga tushdi, u joyida ekan.

5. Stylistic macrocomponent that points to the communicative register in which a phraseological unit is used and to the social-role relationships between the participant of communication, e.g. sick at heart-very sad (formal) be sick to death- to be angry and bored because something unpleasant has been happening for too long (informal), pass by on the other side- to ignore a person who needs help (neutral).⁴⁰

1. *She felt thoroughly bound to him as a wife, and that her lot was cast with his, whatever, it might be... (p 369)*

Nimaiki bo'lsa ham Gerstvod bilasn ikkovlarining taqdirlari bir. (339 b)

Cast in one's lot with smb = throw in one's lot with smb.

2. *They put on a lot of lugs here – don't they?*

Bu yerda mashhurlar tiqilib yotgan bo'lsa kerak. (485 b)

Put on lugs = pile on the lugs.

3. *We've hardly got time to break people in. (p 47)*

Bizning yangi kelganlarni ishga o'rgatib o'tirishga vaqtimiz yo'q. (31 b)

4. *He would be able to flash a roll of greenbacks to some day. (p 66)⁴¹*

³⁹ Теодор Драйзер. Бахтикарро Керри.- Тошкент: Шарк, 2007

⁴⁰ Арсентьева.Е.Ф. Сопоставительный анализ фразеологических единиц. Казан: Издательство Казанского Университета, 1989.-сс. 37-84

⁴¹ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

U ham pulni har tomonga dastasi bilan sarflaydigan kunlar keladi, albatta. (49 b)

5. *Harrison went back on me at the last minute.*

Garrison oxiriga kelganda meni boshlab ketdi-da. (175 b)⁴²

6. *He was a man whom she thoroughly liked, who exercised an influence over her, sufficient almost to delude her into the belief that she was possessed of a lively passion for him. (p 234)*

Uning Kerriga ta'siri naqadar kuchliligidan sevgisi zo'rligiga ham ishontirib qo'ygandi. (210 b)

7. *There was something back of this. (p 245)*

Bunda qandaydir sir bor. (220 b)

8. *Heavens! He was in for it now, sure enough. (p 298)*

Yo tangri, endi u qo'lga tushdi vassalom (271)

9. *I don't go much on those things, do you? Asked Drouet. (p 72)*

Shaxsan men bunday narsalarga ishonmayman –dedi Drue. (55 b)

10. *You haven't anything on hand for the night, have you? (p 72)*

Ehtimol, bugun biror ishingiz border?

11. *I'm not going to have my work cut up by someone else (p 488)*

Rolimni rasvo qildirib qo'ymayman.

12. *You will get something better but now this was ashes. (p74)*

Bularning bari bir chaqa hali bundan ham yaxshiroq ish topib olasan. (56b)⁴³

⁴² Теодор Драйзер. Бахтиқаро Керри.- Тошкент: Шарқ, 2007

13. *At the shoe factory she put in a long day scarcely so wearisome as the preceding but considerably less novel*(p76)⁴⁴

Kerri poyafzal fabrikasida endi kechagiday qattiq qiynolmasa ham uzoq kunni bir amallab o`tkazadi(59b)

14. *When he had scouted the idea of that kind of toil he took another tack* (p85)

U kerrining bunday joyda ishlashi haqidagi tahmini ham qattiq qoralab bo`lgandan keyin boshqa narsaga ko`chdi (67b)

15. *Schooled in winning those birds of fine feather among his own sex, the merchants and professional who visited his resort, he could use even greater tact when endeavouring to prove agreeable to some one who charmed him.*(p123)

U mayhonada ko`rinib turgan o`ziga to`q kishilarning ko`nglini ovlashga o`rganib bu borada yaxshigina maktab ko`ganidan o`ziga kerakli yoki ko`ngliga yoqib qolgan odamda yaxshigina taassurot qoldirmoqchi bo`lib odob saqlashni juda ham o`rniga qo`yardi

16. *Louder, put in the director finding it almost impossible to keep his hand off.*(p197)

Qattiqroq –qistirdi tanbeh berishga ham hali kelmagan rejissor (175b)

17. *On the other hand, it was a familiar thing to Mrs Vance, who not only knew of it as an entity, but had often been in it, going purposely to see and be seen, to create astir with her beauty and dispel any tendency to fall short in dressiness by contrasting herself with the beauty and fashion of the town.*

Bir tarafdin u bu yerda boshqalarni ko`rish uchungina emas, balki modadan qolmaganiga yana bir marta ishons hosil qilish uchun kelardi.

⁴³ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

⁴⁴ Теодор Драйзер. Бахтикаро Керри.- Тошкент: Шарк, 2007

18. *He would not give the other key to his opinions, what ever they were (p 372)*⁴⁵

*Yo'q u sherigiga sir boy bermaydi. (342 b)*⁴⁶

19. *Yes, said Hurstwood, whose face was a study. (p 372)*

Ha, Gestvud pinagini buzmay uning gapini ma'qulladi. (342 b)

20. *It was noon before he finally abandoned his papers and got under way. (p 388)*

U peshin bo'lgandan gazetalarni yig'ishtirb, yo'lga otlandi. (357 b)

21. *Well, she can afford it as long as he puts up fir it, returned Hurstwood.*

Nachora, erining hozircha yonida puli bo'lgandan keyin qancha yasan-tusan qilsa bo'ladi-dedi Herstvud. (366 b)

22. *He was deep in now –very deep for him.*

O'yin uni tobora girdobiga tortardi. (368 b)

23. *For heavens sake, get on to yourself! (392 b)*

Ko'zlarini ochsanglarchi jin urgurlar. (392 b)

24. *I'm clear out he said to Carrie one afternoon. (p 429)*

Cho'ntagim bo'shadi dedi u bir kuni. (398 b)

25. *I can ring up fares all right (p 448)*

Har qalay chiptachi bo'lib ishlay olsam kerak.

26. *Oh, you'll get up, she kept telling Carrie with admiration. (p 473)*⁴⁷

⁴⁵ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

⁴⁶ Теодор Драйзер. Бахтикарро Керри.- Тошкент: Шарк, 2007

⁴⁷ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

O, sen mashxur bo'lib ketasan, Lola dugonasiga zavqlanib qararkan, shunday deyishni qo'ymasdi.

Drue shuhratparast va maqtanchoq edi, chiroyli libosni ko'rganda yengiltak qiz singari boshi aylanardi qolardi. (71 b)⁴⁸

27.His wife took it for certain social movements in which she might not be included. (p 141)

Misses Gerstvod rerining ish yuzasidan ko'pchilik orasiga usiz borishiga ham ko'nikkand. (121 b)

28.He could clearly see that this easy going soul intended no move in her behalf. (p 164)

Chamasi bu havoyi odam Kerrining qalbi taskin topmog'I uchun pinagini ham buzmaydigan ko'rinardi.

29.Without a counsellor at hand to whisper cautious interpretations, what false hoods may not these things breathe into the unguarded ear. (p 22)

Yoningda hammasini vaqtida tushuntirib, aqli maslahat berib turguvchi odam bo'lmagandan keyin, haligilarning bari lol qolgan yoshgina vujud qulog'iga qanchadan qancha yolg'on-yoshiqlarni pichirlamaydi deysiz. (6 b)

30.She sat looking out upon the night and streets in silent wonder. (p 35)

U stulga o'tirdi va oqshom qo'ynidagi ko'chaga unsiz zavq bilan tikila boshladi. (19 b)

31.Some time the spent in wandering up and down, thinking to encounter the buildings by chance. (p 43)

⁴⁸ Теодор Драйзер. Бахтиқаро Керри.- Тошкент: Шарқ, 2007

U zora magazine joylashgan binolarning oldidan chiqib qolsam deb anchagacha tepaga pastga tavakkal qilib yuraverdi.

32.Droue hung on, thinking he was all in all. (222 p)⁴⁹

Droe, turgan gapki, bularning bari tufayli bo'lyapti deb o'ylaganidan xiralik qilishni qo'ymadi. (199 b)⁵⁰

33.If anything, her efforts were more poorly rewarded on this trial than the last. (p 81)

Nima bo'lganda ham Kerrining urinishlaridan ish chiqmadi. (63 b)

34.Stirring troubled waters – loyqa suvni qo'zg'atish.

35.She remembered now a hundred things that indicated as much. (522 p)

Bu voqeani tasdiq etadigan yuzlarcha mayda-chuyda narsalar esiga tushdi. (487 b)

36.She isn't so much. (p 525)

U kuyib pishishga ham arzimaydi. (489 b)

37.The deals did fairly by him in the long run, causing him to come away with a few dollars to the good. (p 398)

38.Biroq pichadan keyin tole unga qiyo boqib, pirovardiga xamyonida bir necha dollar yutuq bilan ketdi. (368 b)

39.The answer was so cool, so rich in bravado, that somehow it took the wind out of his sails (p 250)

U bu so'zlarni balanddan kelib, sovuqdan-sovuq qilib aytganidan, Gerstvud juda dovdirab qoldi. (225 b)

⁴⁹ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

⁵⁰ Теодор Драйзер. Бахтиқаро Керри.- Тошкент: Шарқ, 2007

40. Evidently his wife was not going to patch up peace at a word. (p 248)

41. He withdraw his attention to his paper very circumspectly, listening mentally for the little sounds which should show him what was on foot. (p 248)⁵¹

Gerstvud yana gazeta o'qishga tutinsada ayni paytdagi xonadagi har bir sodir bo'layotgan narsani jon qulog'I bilan tinglardi. (222 b)⁵²

42. Throuth an open door he saw into the kitchen, where the fire was crackling in the stove and the evening meal already well under way. (p 246)

Gerstvud ochiq eshikdan qarab, plitada olov yonib, kechki ovqat pishayotganini ko'rdi.

43.... you did, he answered, seeing that he was arousing opposition, but Chikago isn't New York, by a big jump. (p 408)

Biroq Chikago va New-York o'rtasida katta farq bor. (378 b)

44. ... you don't want to take the bread out of another man's mouth, do you. (p 461)

Axir siz ochlarning qo'lidagi nonini tortib olishni istamaysizku. (430 b)

45. ... the down-town section was now bare, save for a few whistling strollers a few owl cars, a few open resorts whose windows were still bright.

Shaharning savdo qismi huvillab qolganidan onda-sonda xushtak chalib ketayotgan yo'lovchi, konkaning tungi vagoni yoki hali ham ochiq bo'lgan charog'an ustoran ko'zga chalinardi. (88 b)

46. ... he was striking a chord now which found sympathetic response in her own situation. (p 157)

⁵¹ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

⁵² Теодор Драйзер. Бахтикаро Керри.- Тошкент: Шарк, 2007

Gerstvud endilikda Kerrida o'ziga nisbatan hayerixoxlik qo'zg'ashga harakat qilar, chunki qizning qalbida shunday hislar tug'yon urayotrganligi ayon edi.

47. ... thereafter it was dribs and drabs of this sort, until one morning Carrie suddenly remembered that she would not be back until close to dinner time. (p 429)⁵³

O'shandan boshlab har xil mayda chuyda narsalarni o'zi olib kela boshladi. (398 b)

48. ... with his mind's eye, he looked into her comfortable room in Ogden Place, where he had spend several such delightful evenings.

U shunday paytlarda xayolan Ogden skverga borib qolardi.

49. The grace of this woman had won Carrie's heart. (ch XXXII) (p 349)

Bu ajoyib ayolning bejirimligi Kerrining ko'z oldidan kelmasdi. (318 b)

50. So, now the house, to his mind had a most pleasing and comfortable appearance.

Gerstvudning ko'ziga uy nmana shuning uchun ham negadir juda nurafshon va fayzliday ko'rinardi. (221 b)

51. And she –she had scarcely enough pin money to indulge in such outings as this a few times a month. (p 349)

Kerrichi! Uning bu yerda oyda bir-ikki marta aylanib, teatrga tushishga arangchaqasi yetardi. (321 b)

6. Grammatical macrocomponent that contains the information about all possible morphological and syntactic changes of a phraseological unit, e.g. to be deep water=to be in deep waters, to take away smb's breath=to take smb's breath away; Achilles' heel=the heel of Achilles, to get into deep waters=to get into deep water, to get blood out of turnip=to get blood from a turnip, shake hand with=shake hands

⁵³ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

⁵³ Теодор Драйзер. Бахтиқаро Керри.- Тошкент: Шарқ, 2007

with, down at the heels=down at heel, an air of hang-dog=a hang dog air, high and mighties=high and mighty,etc. Grammatical macrocomponent that contains the information about all possible morphological and syntactic changes of a phraseological unit.

Besides the grammatical changes, lexical changes are met in phraseological units. But the meaning is kept. Following examples may occur in the novel *Sister Carrie* of Theodore Dreiser:

43. The little shop-girl was getting into deep water (p 147)

fabrikaning dilbar ishchisi go'yo brogan sari suvga botayotgandek bo'lardi. (127 b)

to get into deep water=to get into deep waters

44. They can't get blood out of a turnip he said. (p 472)

Bo'sh cho'ntakdan hech narsa chiqmaydi-dedi u. (441 b)

To get blood out of a turnip – to get blood from a turnip.

45. As usual and for some inexplicable reason the man chose the winter for the forcing of the hand of their employers and the settlement of their difficulties. (p 444)

Ishchilar xo'jayinlariga ta'sir o'tkazib ularni yon berishga majbur etish maqsadida har mahalgiday qish paytini tanlar edilar. (414 b)

Force smb's hand or the hand of smb.

46. Aren't you going to shake hand with me?

Nahotki so'rashging ham kelmayd? (438 b)

Shake hands= shake hands with.

47. *Carrie was putting the finishing touches to her toilet before leaving for the night (p 518)*⁵⁴

*Kerri bir kuni teatrdan so'ng kiyimlarini almashtirib bo'lgach nogahon tashqarida shovqin suron eshitilib qoldi (483 b)*⁵⁵

Put the finishing touch – put the finishing touches

6. *Well, we'll see about that. It seems to me you're trying to run things with a pretty high hand of late. (p 225)*

Nazarimda keying paytlarda tiling juda uzun bo'lib qoldi. (202 b)

To run things with a high hand = to carry things with a high hand.

7. *It's no easy things to go on your own hook there. (p 262)*

Bu yerda, Chikagoda odamning o'z kuchiga ishonishi mahol. (237 b)

To go on one's own hook – on one's own hook.

8. *Nevertheless, the fact that here men gather, here chatter, here love to pass and rub elbows, must be explained upon some ground (p 70)*

Shunday bo'lsa ham, ularni gavjum zalga to'planib gangir-gungur qilib o'tirishga majbur qilayotgan qandaydir kuch bor edi. (53 b)

Rub elbows (shoulders) with = brush elbows (shoulders) with.

9. *A Mr Withers – whom she did not know from Adam – having learned by some hook or crook where she usided, bowed himself politely in.*

⁵⁴ Theodore Dreiser. "Sister Carrie". - Moscow: 1968

⁵⁵ Теодор Драйзер. Бахтиқаро Керри. - Тошкент: Шарқ, 2007

Qayoqdandir adresini bilin olgan va yeti uxlab tushiga ham kirmagan misters Uizers degan odam muloyimlik bilan egilib-bukilib xonasiga kirib keldi.

Not to know from Adam = not to know A from B, bull's foot, chalk from cheese, beans.

10.They frequent the Bowery and those down at the heels East. Side streets where poor clothes and shrunken features are not singled out as curious. (p 531)

Ular Baueridagi yatoqda ko'rinib turishar va shaharning kun chiqar tomonidagi, ko'rimsiz ko'chalarida sudralib yurishar, nega deganda, bu yerlarda usti boshi harob va basharasi ayanchli kishilarni ko'rganda birov ajablanmasdi. (496 b)

Down at heel and toe = down at the heels.

11.Drout looked at her and his thoughts reached home. (p 85)

Drue qizga sinchiklab tikilganda, qiz uning shu damda ko'nglidan nimalar kechayotganini fahmladi. (67 b)

Reach home = come (get, hit, go) home.

12.Carrie had thought to lead up to her decision in some intelligent way, but this swept the whole fore-schemed situation by the board. (p 93)

Kerri ko'ngliga tugib kelgan narsasini yaxshilab tushuntirishni mo'ljallagandi, biroq o'ylab qo'ygan gaplari hammasi aralash-quralash bo'lib ketib, bittasi ham esiga kelmadi. (75 b)

To sweep by the board = go by the board.

13.I won't stand a ghost of a show (p 125)

agar menga qarshi fitna uyshtiradigan bo'lsanglar dosh berolmayman. (105 b)

not to stand a ghost of a chance – not to have a ghost of a chance.

14. Still she liked Carrie well enough to take her in tow. (p 396)

U kerrini har qalay juda yaxshi ko'rganidan qo'yarda-qo'ymay sudralib ketdi. (365 b)

Take smb in tow = have smb in tow.

15. "the stage" he went on, is all right of you can be one of the big guns, but there's nothing to the rest of it. (p 408)

Sahna manaman deganlarga juda yaxshi narsa, gapida davom etdi Gerstvud, biroq u mayda aktyorlar uchun emas. (b 378)

Big gun = great gun.

16. His companions took his eye for a while, though they did not interest him much more than the cars. (p 451)

Uni garchi bo'lg'usi hamkasabalari vagonlarda ham ko'proq qiziqirsada, ularga faqat ko'z qirini tashlab qo'ydi, xolos (421 b)

Take one's eye = collect one's eye.

17 He was ably assisted by his brother of the blue, who poured ponderous oaths upon the troubled waters.

Brother of the blue = the blue coat, man of blue.

18. They can't get blood out of a turnip he said. (p 472)

Bo'sh cho'ntakdan hech narsa chiqmaydi dedi u. (441 b)

You can't get blood from a turnip = you can't get blood from a stone.

19. Say, you could have knocked me down with a feather. (p 519)

Hatto yuragim gupillab urib ketdi. (484 b)

You could have knocked me down with a feather – you might have knocked me down with a feather.

20. Carrie was putting the finishing touches to her toilet before leaving for the night (p 518)⁵⁶

Kerri bir kuni teatrdan so'ng kiyinayotganda nogahon tashqarida shovqin suron eshilib qoldi. (483 b)⁵⁷

Give the final touches- to put the finishing touches (up) on or to.

7. Gender macrocomponent that may be expressed explicitly i.e. determined by the structure and/or semantics of a phraseological unit: men, women, people (both men and women). For example, compare the phraseological units every Tom, Dick and Harry meaning every or any man and every Tom, Dick and Sheila which denotes every or any man and woman. Gender macrocomponent may be expressed implicitly and then it denotes the initial (or historical) reference of a phraseological unit to the class of objects denoted by it which is as a rule stipulated by the history development, traditions, stereotypes, cultural realia of the given society, e.g. *to wash one's dirty linen in public*-discuss or argue about one's personal affairs in public.

The implicit presence of the gender macrocomponent in this phraseological unit is conditioned by the idea about traditional women's work. Gender implicitness as well as explicitly expressed, reveals knowledge about such cultural concepts as masculinity and femininity that are peculiar to this or that society. The implicit gender macrocomponent is defined within the range of three conceptual spheres: masculine, feminine, intergender. Compare, for instance, the implicitness expressed intergender macrocomponent in *to feel like royalty* meaning to feel like a member of the Royal Family, to feel majestic and its counterparts, i.e. phraseological units with explicitness

⁵⁶ Theodore Dreiser. "Sister Carrie".- Moscow: 1968

⁵⁷ Теодор Драйзер. Бахтиқаро Керри.- Тошкент: Шарқ, 2007

expressed gender macrocomponent, *to feel like a queen and to feel like a queen and to feel like a king*.⁵⁸

Rosy figure, light-headed young fellows – yengiltabiat, yengil fikrlaydigan yosh yigitlar, silly-headed girl – ahmoq qiz;

The little acress was in fine feather (p 222)

Kichkinagina aktrisa benihoya baxtiyor edi. (199 b)

In fine feather = in high feather.

2.2. Semantic analysis of phraseological units in the novel Sister Carrie by Theodore Dreiser

In the first instance what is "semantic and semasiology". The branch of the study of language concerned with the meaning of word, phrases is called semasiology. The name came from the Greek Semasia (signification). As semasiology deals not with every kind of linguistic meaning but with lexical meaning all, it may be reported as a branch of lexicology. This does not mean that semasiologist need not to pay attention to grammatical meaning. On the contrary, grammatical meaning must be taken into consideration in so far as it bears a specific influence upon lexical meaning. This influence is manifold and will be discussed at length later. And two terms have been used indiscriminately as it synonyms. In fact they are synonyms but not equally appropriate for our purpose. The first term is preferable because it is less ambiguous. The only meaning it has is that stated in the acfmition above. The term

⁵⁸ Арсентьева.Е.Ф. Сопоставительный анализ фразеологических единиц. Казан: Издательство Казанскока Университета, 1989.-с. 37-84

"semantics" on the other hand, it used to cover several different meanings. It is also used to denote the phenomena studied i.e. the meaning of words and phrases "

But semantic analysis we came across Phrasiological Units meaning and their usage in speech. As mentioned Phrasiological Units consists of at least two words which gives different meaning from dictionary meanings, but in word form they make inseparable meaning. Mostly we use Phrasiological Unit instead of simple word in order to make the meaning more expressive. For example: We use as agile as monkey, instead of agile.

We know every phrasiological unit originates under some circumstances in order to describe person action or state make more impressive. If it is used by people in everyday speech it becomes common, if not they loses its meaning, coloring. And we should note that some phrasiological units are dependent on some period or some group, or some field. After some time it also loses its meaning. And some other colorful, and impressive ones may substitute instead of old one. Some phrasiological units may originated connecting with the attitude of some people. And by the time that person passed away. This phrasiological unit also begins to fade away and terminate. And, according to semantic analyses of phrasiological units in "Sister Carrie" can be divided into:

- 1. Phraseological units expressing people's appearance.**
- 2. Phraseological units expressing intellectual ability.**
- 3. Phraseological units expressing people's character.**

It is certainly expressive, when we use phrasiological unit to describe one's character, appearance, intellectual ability. Besides expressiveness it will be understandable.

I. Phraseological units expressing people's appearance.

Insipid prettiness – be'maza go'zallik

Sickly red lips – rangsiz lablar

Rosy – cheeked – atirgul yanoqli

Sunken-eyed – chuqur botgan, so'ngan ko'zli

Hollow-chested eyes – ma'nosiz, qovjiragan ko'z

Lean-faced – ozg'in, oriq yuzli.

Fat and red cheeks as with good eating – semizgina, qizil yanoqli

Rosy figure – atirguldek go'zal qomat

II. Phraseological units expressing intellectual ability

to whip into shape – o'qitmoq, domla qilmoq

to give a key to one's opinions – fikrlarini o'qimoq

silly-headed girl – ahmoq qiz

like the ship in its unwisdom – qo'y kabi yuvosh, aqlsiz

to make up one's mind – qaror qilmoq

swifter thought -uchqur hayol, fikr

not to know from Adam – hech narsa bilmaslik

fine-headed youth – ajoyib fikrli yosh

slip out of one's mind – hayolidan o'tmoq

painful thought – og'riqli fikr

serious turn of mind

light-headed young fellows – yengiltabiat, yengil fikrlaydigan yosh yigitlar

unsophisticated mind – nozik bo'magan fikr

one's mind's eye – hayolan

to break people in – yangi kelganlarni o'qitmoq

to reach home – fikrlarini fahmlamoq

sweep (go) by the board – esidan chiqmoq

III. Phraseological units expressing people's character

No coward in spirit – tabiatan qo'rqqoq emas

The eye that is green – rashkchi

Run things with a high hand – qo'li uzun, tili uzun

(to go) on one's own hook – o'z bilganicha yashamoq

To put one's ear to the ground – qulog'ini ding qilmoq, hamma narsadan xabardor bo'lmoq

To make a light of smth – ermak qilmoq, yengil qaramoq

Without turning an eyelash – pinagini buzmoq

To patch up peace at a word – bo'shashmoq, gapdan qolmoq

The upper hand – qo'lga olmoq

In fine feather – bahtiyor

Relb elbows (shoulders) with – to'planmoq, bizga hamjihat bo'lib ishlamoq, yelkadosh bo'lmoq.

Not to go much on things – ishonmaslik

To look blue – qovoq tumshug'I osilgan

To delude her into the belief ishontirib qo'ymoq

Not to stand (have) a ghost of a chance – dosh bera olmaslik

To stand in with smb – yaxshi aloqada bo'lmoq

Live from hand to mouth – bugungi kun bilan yashaydigan

Take it for granted – ko'nikmoq

2.3. Structural analysis of phraseological units in the context based on the novel Sister Carrie by Theodore Dreiser.

According to the structure phraseological units can be classified as part of speech. This classification was suggested by I. V. Arnold. In I. V. Arnold's classification there are also sentence equivalents, proverbs, sayings and quotations. Phraseological units in the context based on the novel Sister Carrie by Theodore Dreiser may be classified to the following groups:

1.Noun phraseologisms denoting an object, a person, a living being.

For example:

1. another yard (off the same cloth)
2. scrub work
3. sheepish man
4. this was ashes
5. birds of fine feather
6. soft job
7. big gun
8. brother of the blue

9. troubled water
10. brown study
11. silly-headed girl
12. unwise head (of the chipmunk)
13. a wisp in the wind
14. dead branches of trees
15. unguarded ear
16. dog's life
17. owl-car
18. dribs and drabs
19. one's bounden duty
20. pin money

2. Verb phraseologisms denoting an action, a state, a feeling.

1. Take the bread out of another man's mouth
2. striking a chord
3. go the rounds
4. put in an appearance
5. get the hang of smth
6. worse for liquor
7. take the wind out of smb's sails

8. get the upper hand
9. put the finishing touches
10. shake hands with
11. could have knocked me down with a feather
12. put on a lot of lugs
13. force smb's hand
14. take it for granted
15. make up one's mind
16. live from hand to mouth
17. brush the doubts away
18. get blood out of a turnip
19. get up
20. put one's ear to the ground
21. to be clear out
22. ring up fares
23. take one's eye
24. to be deep in
25. get on to yourself
26. put up for smth
27. win smb's heart

- 28.give a key to one's opinions
- 29.take smb in tow.
- 30.shake one's head
- 31.keep one's hand off
- 32.to stand in with smb
- 33.to fall short in dressiness
- 34.not to stand a ghost of a chance
- 35.delude her into the belief
- 36.get into deep water
- 37.make a hit
- 38.look blue
- 39.to be light on the wing
- 40.to be after smth
- 41.put in a long day
- 42.reach home
- 43.take another tack
- 44.sweep by the board
- 45.make light of smth
- 46.run things with a high hand
- 47.to go on one's own hook

48. go up against a hard game

49. it was in for it

50. rub elbows with

51. not to go much on things

52. to have anything on hand

53. cut up work

54. not to know from Adam

55. to break people in

56. flash a roll of green backs

57. to whip them into shape

58. go back on smb

3. Adjective phraseologisms denoting a quality

For example:

1. down at heel and toe
2. the eye that is green
3. whose face was a study
4. like the sheep in its unwisdom
5. church like silence
6. an air of hang-dog
7. easy-going

8. gossamer threads of thought, like spiders
9. rosy figure

4. Adverbs phraseological units such as:

1. that much
2. on the ground
3. all the rage
4. under way
5. on foot
6. so much
7. without turning an eyelash
8. to the good
9. as much
10. at hand
11. all in all
12. up and down
13. one's mind's eye
14. in back of smth

5. Prepositional phraseological units:

For example:

1. on the other hand

2. if anything
3. on the strength of this

6. Interjection phraseological units:

For example:

1. go chase yourself
2. for heaven's sake

Translations of phraseological units in the novel Sister Carrie by Theodore Dreiser with equivalents

1. to whip them into shape – mulla qilmoq
2. run things with a high hand – tili uzun bo'lmoq
3. go on one's own hook – o'zi bilganicha yashamoq.
4. He was in for it – qo'lga tushmoq.
5. Rub elbows (shoulders) with – yelkadosh bo'lib ishlamoq
6. Out up work- rasvo qilmoq
7. Not to know from adam- yeti uxlab tushiga kirmagan
8. Make light of smth- ermak qilmoq
9. Scrub work- qora ish
10. To be light on the wing- charx urmoq
11. This was ashes- bir chaqa
12. Reach home- fahmlamoq
13. Take another tack- boshqa narsaga ko'chmoq

14. Look blue – qovoq tumshug`I osilmoq , qovog`idan qor yog`moq
15. Birds of fine feather – o`ziga to`q kishilar
16. Not to stand a ghost of a chance- dosh berolmaslik
17. Get into deep water- suvga botmoq
18. Stand in with smb- yaxshi aloqada bo`lmoq
19. Give a key to one`s opinions – sir boy berish
20. Whose face was study- pinagini buzmay
21. Get under way- yo`lga otlanmoq
22. Shake one`s hand – bosh chayqamoq
23. Soft job – yog`li daromadli ish
24. To be deep in – gidobiga tortmoq
25. Big gun – manaman deganlar
26. Get on to yourself – ko`zlariniochmoq
27. To be clear out – cho`ntagi bo`sh bo`lmoq
28. Get blood out of a turnip – bo`sh cho`ntakdan biror narsa olmoq
29. Put one`s ear to the ground – qulog`ini ding qilmoq
30. Live from hand to mouth – bugungi kun bilan yashamoq
31. To make up one`s mind – jazm etmoq
32. Easy going soul havoyi odam
33. Silent wonder – unsiz zavq

34. Force somebody's hand – yon berishga majbur etmoq
35. Stirring troubled waters – loyqa suvni qo'zg'atish
36. Without turning an eyelash – pinagini buzmay
37. Take the wind out of smb's sails – dovdirab qolmoq
38. Get the upper hand – qo'lga olmoq
39. Patch up peace at a word – gapdan qolmoq
40. An air of hang-dog – alamzada
41. Dog's life – rasvo hayot
42. Go chase yourself – bore aravangni tort
43. Take the bread out of smb's mouth – ochlarni qo'lidan nonni tortib olmoq

Without equivalents

44. Owl-car – tungi tramvay
45. Striking a chord – hayrihohlik qo'zg'atish
46. That much – unchalik
47. On the ground – joyida bo'lmoq
48. By a big jump – katta farq
49. Go the rounds – tez yoyilmoq
50. All the go (rage) – so'ngi moda
51. Put in an appearance – paydo bo'lmoq
52. Under way – yo'lda, jarayonida

53. Get the hang of smth – ilib olmoq
54. Worse for liquor – ichmoq
55. On foot – yayov, sodir bo`layotgan
56. So much – bundan ko`piga
57. Put the finishing touches – tugatmoq
58. To the good – foydaga, yutuq
59. On the strength of – kuchi bilan tufayli
60. If anything – nima bo`lsa ham
61. Shake hands with – so`rashmoq
62. Could have knocked me down with a feather – yuragi guppilab urib ketmoq
63. Put on a lot of lugs – mashxurlar tiqilib yotmoq
64. As much – ko`pi bilan
65. Lone sheep – yolg`iz qo`zichoq qo`ng`irog`I
66. At hand – yaqin
67. All in all – hammasi kimdir tufayli
68. Unguarded ear – yaxshigina vujud qulog`I
69. Up and down – tepaga, pastga
70. Take it for granted – ko`nikma
71. Church like silence – cherkovdagi kabi sukunat
72. Dead branches of trees – daraxtlarning yalong`och shoxlari

73. Gasamer threads of thought, like spider`s – mezon iplari
74. Like the sheep in its unwishdom – qo`y kabi yuvosh
75. Unwise head of chipmunk – befahm olmahon
76. Brush the doubts away shubxalarga barham berish
77. As a wisp in the wind – shamol uchirib yurgan xas
78. You`ll get up – sen mashhur bo`lib ketasan
79. Silly – headed girl – ahmoq qiz
80. Ring up fares – chiptachi bo`lib ishlamoq
81. Take one`s eye – diqqatini jalb qilmoq
82. Brother of the blue – olitsiyachi
83. Wet brow ter chiqmoq
84. Put up for smth – to`lamoq
85. Take smb in tow – qo`yarda qo`ymay sudramoq
86. Delude her into the belief – ishontirib qo`ymoq
87. Make a hit – muvaffaqiyat qozonmoq
88. Keep one`s hand off – aralashmaslik
89. On the other hand – boshqa tarafdin
90. To fall short in dressiness – modadan qolib ketmoq
91. The eye that is green ⁵⁹ - rashk ko`zlari

⁵⁹ A.V.Koonin English Russian Phraseological Dictionary Moscow 1984

92. Put in a long day – kun uzundek tuyulmoq
93. Sweep by the board – hayolidan ketmoq
94. Run down at heel toe – titilib ketmoq
95. Sheepish men – tentak
96. About six and six – yomon emas
97. To be after smth – biror narsa uchun bormoq
98. Down at heel and toe – kambag`al
99. Not to go much on things – ishonmaslik
100. To go up against a hard game – qiyinchiliklarga yuz tutmoq
101. To break people in – yangi kelganlarni o`qitmoq
102. Flash a roll of green backs – pulni dastasi bilan sarflamoq
103. To go back on smb – boshlab ketmoq
104. Dribs and drabs – mayda chuyda
105. Bounden duty – muqaddas burch
106. One`s mind`s eye – hayolan
107. In fine feather – bahtiyor
108. Win smb`s heart yuragini zabt etmoq
109. To one`s mind – kimnidir ko`ziga
110. Pin money – mayda pul
111. Every nook or corner – har bir burchak

So phraseological units can't be freely made up in speech but are reproduced as ready made units. The lexical components in phraseological units are stable and they are non-motivated i.e. its meaning can't be deduced from the meaning of its components and they do not allow their lexical components and they do not allow their lexical components to be changed or substituted. In phraseological units the individual components do not seem to possess any lexical meaning outside the word group. As to the arguments that in many proverbs the meaning of component part does not show any specific changes when composed to the meaning of the same words in free combinations, it must be pointed out that in this respect they do not differ from very many set expressions.

CHAPTER THREE. THE USAGE OF PHRASEOLOGICAL UNITS IN TEACHING LANGUAGE

3.1. The Teaching of Grouped Idiomatic Expressions

ONE of the most important aspects of the teaching of English is the continuing enrichment of our students' knowledge of vocabulary and idiomatic expressions. Yet, particularly with respect to the latter, there often is a tendency to limit instruction to expressions which happen to occur in the basic text or reader, especially when there is an expectation that such prescribed material is to be covered in one school year. Moreover, instructional loads are usually such that the task of choosing English idioms for systematic teaching comes to be viewed as an excessive, added burden. The intent of the present article is to offer, and illustrate with English examples, some ideas as to how idiomatic expressions may be selected and grouped by the teacher for ready reference as needed, and what techniques can be useful in teaching them.

Idiomatic expressions are usually defined as being those which cannot be understood solely on the basis of the meanings of their component words. This definition excludes expressions containing only one word which, if known by students, would totally clarify for them the meaning of the word group, e.g., *To break people in – yangi kelganlarni o`qitmoq* . In such cases, simply teaching as vocabulary the one unknown word, not only is in line with the generally accepted distinction between words and idioms but, much more importantly, constitutes the pedagogically simplest approach. The same applies, of course, to conversational compound nouns like *Give a key to one's opinions – sir boy berish*

Pedagogical advisability as a criterion, on the other hand, favors the idea of teaching as idioms, rather than as vocabulary, colloquial phrases containing such comparisons as, *as cool as cucumber*, but even phrases like *on the corner* or *go ahead* are most

effectively taught together with idioms, as are expressions involving *to be or not to be*.

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. In the 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT).

Communicative Language Teaching advocates subscribed to a broad set of principles such as these:

- Learners learn a language through using it to communicate
- Authentic and meaningful communication should be the goal of classroom activities.
- Communication involves the integration of different language skills
- Learning is a process of creative construction and involves trial and error

The scholar Wilhelm Viëtor (1850-1918) argued that training in phonetics would enable teachers to pronounce the language accurately⁶⁰. Speech patterns, rather than grammar, were the fundamental elements of language accurately. In 1882 he published his views in an influential pamphlet, *Language Teaching Must Afresh*, in which he strongly criticized the inadequacies of language teaching method.

For teaching language in general he reforms that:

- the spoken language is primary and that this should be reflected in oral- based methodology

⁶⁰Wilhelm Viëtor (1850-1918)' Methodology of teaching English'

- learners should hear the language first, before seeing it in written form

-Words should be presented in sentences, and sentences should be practical in speech of students

Teaching students with the help of such methods help both teachers and students can learn language easily

3.2. Effective Strategies for Teaching Vocabulary

As we know phrasological units are the important part of the vocabulary and in its turn the most difficult part of teaching and learning. In this paragraph we tried to search some ways of teaching vocabulary. Because vocabulary knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large “word bank” and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

Explicit Vocabulary Instruction

Pre-teaching Vocabulary Words

One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the child(ren) what the word means, but also to discuss its meaning. This allows the child(ren) to develop an understanding of the word’s connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the child(ren) understands the word. After pre-teaching vocabulary words, the child(ren) should read the text.

Repeated Exposure to Words

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

Keyword Method

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a “word clue” to help him understand it. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word’s meaning that the reader can access efficiently during a reading experience.

Word Maps

The word map is an excellent method for scaffolding a child’s vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

Root Analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word’s definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

Restructuring Reading Materials

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Implicit Vocabulary Instruction

Incidental Learning

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. Consider this example: “Megan’s fluxoolingy hair reached all the way down to her knees”. While you may not know the word “fluxoolingy” you could determine that it has something to do with length since the rest of the sentence focuses on describing where Megan’s hair comes to on her body. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

Context Skills

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modeling and practice are key for helping children develop this important reading skill.

Conclusion

This research is characterized by a great interest toward the problem connected of “Phraseological units in the context”.

This qualification paper is dedicated to the study of phraseological units in the context based on the novel “Sister Carrie” by Theodore Dreiser.

We have to know as much as possible about the phraseology because in English language we can find many types of phraseological units.

The aim is achieved through the solution of the following tasks:

1. To study the definition of phraseological units.
2. To study the classification and structure of phraseological units.
3. To analyse the phraseological units in the context according to structural form and semantically.

The English language is rich in phraseological units. Phraseological units can't be freely made up in speech but are reproduced as ready made units. In our qualification paper we discussed Koonin's and Arnold's classification.

The composition of the paper includes introduction, three chapters, conclusion and the list of used literatures.

Introduction gives proof to the choice of the theme of the qualification paper, determines the aim and tasks of it, points out the language material of the methods of its analysis, the practical value of the paper.

Chapter I includes two paragraphs. In first paragraph we study the definition of phraseological units. Lexicology deals with words and their meanings, whereas phraseology studies such collocations of words (phraseologisms, phraseological units,

idioms) where the meaning of the whole collocation is different from the simple sum of literal meaning of the words, comprising a phraseology unit.

Functionally and semantically inseparable units are usually called phraseological units. Phraseological units can't be made up in speech but are reproduced as ready-made units.

In the second paragraphs we studied classification and structure of phraseological units.

Vinogradov classifies phraseological units into 3 classes:

a)Phraseological combinations are word-groups with a partially changed meaning. They may be said to be clearly motivated, that is, the meaning of its constituents: to be good at smth, to have a bite:

b)Phraseological units are word-groups with a completely changed meaning that is the meaning of the units does not correspond to the meanings of its constituent parts. They are motivated units or, putting it another way, the meaning of the whole, unit can be deduced from the meaning of the constituent parts; the metaphor, on which the shift of meaning is based, is clear and transferee.

Example: to sit on the tense.

To lose one's head.

c)Phraseological fusions are word-groups with a completely changed meaning, but in contrast to the unities, they are demotivated, that is their meaning of the constituent parts: the metaphor, on which the shift of meaning was based, has lost its clarity and obscure.

Example: Neck and crop.

In the second chapter we analysed the phraseological units in the novel "Sister Carrie" by Theodore Dreiser. We find the phraseological units in the novel and

determined them from Koonin's "English-Russian phraseological units" dictionary. We analysed them according to grammatical and lexical macrocomponent.

For example: Grammatical macrocomponent changing:

They can't get blood out of a turnip he said. (p 472)

To get blood out of turnip – get blood from the turnip.

Bo'sh cho'ntakdan hech narsa chiqmaydi – dedi u. (441 b)

Lexical changes:

Example:

Well, we'll see about that. It seems to me you're trying to run things with a pretty high hand of late. (p 225)

To run things with a high hand = to carry things with a high hand.

Nazarimda keying paytlarda tiling juda uzun bo'lib qoldi. (202 b)

Besides of them we classified phraseological units semantically to phraseological units expressing intellectual ability, people's appearance, people's character.

In the second paragraph we classified them according to Arnold's classification as a part of speech.

Verb phraseologisms: to face smb's hand, reach home.

In the third paragraph we have tried to investigate some teaching ways of phraseological units.

In Conclusion we can say that Phraseological units are habitually defined

as non-motivated word-groups that cannot be freely made up in speech but are reproduced as ready-made units. This definition proceeds from the assumption

that the essential features of phraseological units are stability of the lexical components and lack of motivation. It is consequently assumed that unlike components of free word-groups which may vary according to the needs of communication, member-words of phraseological units are always reproduced as single unchangeable collocations.

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