

European Journal of Humanities and Educational Advancements (EJHEA)

Available Online at: https://www.scholarzest.com

Vol. 3 No. 12, December 2022

ISSN: 2660-5589

CLASSIFICATION OF PHRASEOLOGICAL ASSOCIATIONS IN ENGLISH AND UZBEK

Xabibullayeva Dilnoza Toxirjon gizi

dilnoza.habibullayeva91@gmail.com
Namangan Institute Of Engineering And Construction.

Hamangan Indicate of Engineering And Contraction		
Article history:		Abstract:
Received Accepted: Published:	24 th October 2022 20 th November 2022 30 th December 2022	Each language's vocabulary is made up of phrase ological units, which are speech-ready pieces of language that make up the vocabulary. In addition, they are present in phenomena like polysemia, homonymy, paronymy, antonymi'a, synonymy, and antonymi'a, taking into consideration their semantic properties, just like other linguistic units. The phrase ological unit itself and additional vocabulary meaning are both considered to be part of phrase ological polysemy. The classification of phrase ological units in English and Uzbek is discussed in this article.

Keywords: Phrase ological units, English, Uzbek language, vocabulary, speech, grammar, classification.

It is not called polysemy when meanings derived from a similar free link and phrase ological unit of a reciprocal form are integrated into one point. These events come in many different forms, including a free connection, a unit of speech, and a phrase ological unit, a unit of language. For instance, a free combination of dry hijack or grasping at straws is utilized to produce speech, and dry hijack or grasping at straws phrase ological units are also on the tongue. The proper interpretation can be inferred from the first, and the portable one from the second. Due to the fact that both meanings are intended by two distinct linguistic phenomena rather than one language unit, polysemy does not exist. The above relation (the phenomenon of equality of the form of a phrase ological unit with a free link) is referred to as homonymy.

When a phrase ological unit has more than one lexical meaning, as in lexemes, the primary meaning and any derived meanings are identified. To cast a jar, for instance, implies to "broadcast by means of a" (which has since become an archaic meaning), which means "to transmit an exaggerated message to a wider degree than necessary". Additionally, the phrase "make a getaway" in English can signify both "escape from a tedious political order" and "escape after committing a crime". The primary meaning is in the first, while the secondary meaning is a derivative of the primary meaning.

A phenomenon inherent in phrase ological units is the emergence of linguistic meaning. The linguistic meaning in the existing Uzbek and English phrase ological units emerged mostly as a result of metaphorical displacement. For instance, the phrase ological unit touching previously meant "to detest" because it was used in relation to food eating quite frequently. As a result of this transfer, the meaning of "the feeling of dislike woke up" was formed in this phrase ological unit, which did not correspond to its original meaning. This phrase ological unit was later used to refer to both people and things other than food. Or there is a similar view in the English-language phrase ological unit to walk all over somebody.

The amount of phrase ological meaning changes as a result of the growth of the meaning that is inherent in each phrase ological unit. Polysemy or homonymy are two distinct phenomena that result from the emergence of a second phrase ological meaning based on a first phrase ological meaning. Homonymy is a little organism that was born with the development of phrase ological meaning. The Uzbek phrase ological units joni I and joni ODI II, as well as the English phrase ological units to feel one's oats I and II, are examples of this: a lamb had been separated from a wolf. As long as the soul does not come out. "If you say to the teacher": Man is created from the soil", it is desirable, if you say" wounded from the Monkey", his soul will come out", said. "Gosh, it'll be great to get into harness again" - he said. "I'm feeling my oats already". This Nova and the people behind Nova, were feeling their oats and talking big.

When a person dies, their body turns pale. When a similar change is intensely irritated, it is also vaqe. In the first example, the name of a case specific to a person is transcribed into a second case based on the similarity that occurs in the color aspect. Accordingly, the resettlement resulted in the emergence of a new phrase ological unit: the soul came out I, which means to "exhale for the last time," and the soul came out II, which means to "be incredibly angry". The second phrase ological unit, which differs from the first phrase ological unit in itself, was originally used in the manner in which the soul came out: the previous phrase ological unit Later, in the second phrase ological unit, the option of taking out his life appeared, and the separation into two phrase ological units became even more pronounced.

European Journal of Humanities and Educational Advancements (EJHEA)

A phrase ological unit also means contrary meaningful linguistic meanings. For example, the phrase ological unit whose heart was coming out of the vagina means severe excitement, but such a state connects both anxiety and joy:

- 1. Not saying I'm not afraid, son. At such a time, a person's heart leaves his vagina.
- 2. As soon as he saw the girl's parenthesis, the guy's heart could come out of his vagina. This can be likened to the phenomenon of enantiosemia.

Most phrase ological units are mono-semantic. For example, to go through the spring of phrase ological unit to beat"to give up what he considers useful", to kill berdisi until he says phrase-ological unit" to say something without waiting until he speaks", or go over somebody's head phrase-ological unit means "to understand nothing", get down to brass tacks phrase ological unit means" to start discussing an important issue".

Additionally known as in Uzbek, poly-semantic phrase-ological units are relatively uncommon in English. The majority of phrase ological units with several meanings are poly-semantic. The phrase ological unit that has become the head, for instance, means two: To be on borrowed time; 1. "to be exhausted", 2. "to be exhausted", two-word phrase ological unit 1. "to live for an unexpectedly brief time", 2. "to be on the verge of death". The chief suqm's phrase ological unit also refers to three: 1. "to enter", 2. "to stand outside the torso and stare with his head clenched", 3. "to intervene", or 4. "to ask the question". Also has three definitions as a phrase ological unit: 1. "to withdraw himself from the Question", 2. "to throw the main question away or consider it important", 3. "to consider the dispute or".

In the lexeme, the main lexical meaning is usually the correct one. In phrase ological unity, but the primary meaning of a phrase is a transferable meaning. Because the phrase ological unit's primary meaning and its derivative, which is based on the same image, are both embedded in the form of portable meanings. The phrase ological unit's structure so precludes the intended meaning. As with lexical meanings, phrase ological meanings also appear in a particular context. A poly-semantic phrase ological unit's meanings might vary among themselves, as well as in terms of their lexical context and grammatical character. For example, the glossary of the raze-ological unit of disburse f means three: 1. "swallow", 2. "lose", "in vain, spend useless", 3. "reveal".

All three meanings are manifested in a different lexical context: in the first they are used with a lexeme denoting gambling, a bet, in the second with a lexeme denoting time, and in the third with a lexeme denoting mystery. Here in the linguistic meanings of this phrase ological unit, both the lexical context and the grammatical nature are different:

- 1. "to follow the whole behavior by walking from myself",
- 2. "to act successively without being interested".

In both meanings, the action is performed by a person, but the subject to which the action is directed will be another-another: in the first, it will focus on a person (whose), and in the second-on a thing (what). For this reason, both the lexical context and the grammatical nature of these meanings differ. The arrival of a lexeme denoting a person in a direct agreement opens the way in the first sense to use the ratio of the number of all three persons; while the arrival of a lexeme denoting something in such a task entails the participation of only the third person proportioner. As a result, the grammatical nature of these two phrase ological meanings is distinguished. In the first sense, I went down, you got off from the deck.

The grammatical nature of this phrase ological unit's linguistic meanings in this instance is different: to surpass the limit; exceeded the limit. 1. "to grant oneself an excessive amount of freedom", 2. "to increase excessively, to strain". Accordingly, it is clarified in various lexical contexts. It denotes an action specific to a person in the first sense of a phrase ological unit and an action specific to a thing in the second. Since this phrase ological unit is tainted and proportioned in all three individuals-numbers, the grammatical nature is likewise varied at this point. Additionally, with a tusker and proportioner, only the III person is employed in the second sense: Similar to like you did, I went over the bounds.

IN CONCLUSION, Phrase ological units are the speech-ready units of language that make up each language's vocabulary. They are present in all languages. In addition, they are present in phenomena like poly-semia, homonymy, paronymy, antonymia, synonymy, and antonymia, taking into consideration their semantic properties, just like other linguistic units. Each language's phrase ological units have unique linguistic properties. However, phrase ological units are a language asset in all languages. The lexicon of the language and speech is enriched by polysemantic phrase ological elements, which also give it an emotional tint.

REFERENCES:

- 1. Abduazizov A., Sadigov A., Bashakov N. General Linguistics. 1993 year.
- 2. Avashani Y. questions of phraseology. 2003 year.
- 3. Avashani Y. Amirova A.M. to the semantic structure of phraseological units. 1996 year.
- 4. Alexina A.I. semantic groups in the phraseology of modern English.2008 year.
- 5. Alexina A. I. phraseological unit and word. 2010 year.
- 6. Rahmatullayev Sh. modern Uzbek literary language. 1999 year.
- 7. Rahmatullayev Sh. Explanatory phraseological Dictionary of the Uzbek language. 2000 year.

European Journal of Humanities and Educational Advancements (EJHEA)

- 8. "Enhancing students motivation in Learning English for non-Philological Groups" International Journal on Integrated Education Volume 3, Issue XI, November 2020
- 9. 2. "Мустақил таълим олишда инновацион техника воситаларидан фойдаланиш" UzAcademia Scientific-Methodical Journal ISSNE(E)-2181-13234 30.11.2020
- 10. 3. "Талабларни мустақил таълимга йўналтиришда инновацион метакогнитив стратегиялар" Volume 1. Issue 4, October 2020 UzACADEMIA ISSNE(E)-2181-13234 Ilmiy-uslubiy jurnali
- 11. 4. "Methodical recommendations for using the method of work in small groups" International journal of Advanced Science and Technology (SCOPUS) 2019 December Volume: 28 No12
- 12. 5."Category of time of the English Verb" An International Multidisciplinary Research Journal –ACADEMICIA Vol. 10, Issue 4, April 2020// Impact Factor: SJIF 2020 = 7.13
- 13. 6. "Английский язык и его разновидности" Экономика и социум No4(71) 2020 www.iupr.ru
- 14. 7. "Features of the translation of poetry into English" Theoretical Applied Science 2019. June Philadelphia, USA. Volume:#74
- 15. 8. "Инновацион таълим технологияларнинг таҳлилий тушунчаси" Техник йўналишдаги фанларни чет тилида ўқитишда инновацион ёндашувлар- НамМҚИ, b. 76-79
- 16. 9. "Чет тилни мустақил ўрганишда инновацион техника воситаларидан фойдаланиш", Техник йўналишдаги фанларни чет тилида ўқитишда инновацион ёндашувлар- НамМҚИ 2020, 6.72-276
- 17. 10. "Катталарга чет тили ўргатиш муаммолари", Филология Междукультурные коммуникациитехнологии образования; Нам ДУ-2015, b.215-216
- 18. 11. "Инглиз тили дарсларида 'Блум таксаномияси' ни қўллаш" Тил ва таржима муаммолари , Нам ДУ-2014, б. 218-219
- 19. 12. "Ўқитиш тизимида янги педтехнологиялар аамияти" Босма Ўқув методик мажмуалар ўрни тажриба ва истикболлари Нам МПИ 2014 65-67
- 20. 13. Mahamatismoyilovna, S. R. (2022). "Innovation teaching technology in ESP groups by activities" International Journal of Health Sciences, 6(S5), 3497–3502. https://doi.org/10.53730/ijhs.v6nS5.9400
- 21. 14. "Enhancing Intrinsic and Extrinsic Motivation in Learning English Through Non-Philological Groups" European Scholar Journal (ESJ)Available Online at: https://www.scholarzest.com Vol. 2 No. 2, February 2021, ISSN: 2660-5562ps"
- 22. 15. "Innovation Teaching Technology in ESP groups by activities" International Congress on Multidisciplinary Studies in Education and Applied Sciences Bilbao, Spain March 27th 2022 conferencezone.org