

PHRASEOLOGICAL UNITS ARE A WEALTH OF VOCABULARY THAT ENRICHES THE ENGLISH LANGUAGE

Tilavova Malika Mamaraimovna

Teacher of English

Language Theory and Practice Department,

Jizzakh State Pedagogical University

Islomova Lobar Isroil qizi

3rd year student,

Jizzakh State Pedagogical University

Annotation: This article explains the concept of phraseological units in language, which are fixed expressions that have a figurative or idiomatic meaning different from their literal meanings. The article provides examples of different types of phraseological units in English and categorizes them into idioms and collocations. It also highlights the role of phraseological units in language and cultural identity, their variations over time, and the cognitive processes involved in their use and comprehension.

Keywords: Phraseological units, idioms, collocations, language, communication, cultural identity, cognitive processes, language learners, variations, figurative meaning, literal meaning.

Phraseological units are fixed expressions that consist of multiple words, often with a metaphorical or idiomatic meaning that is different from the literal meanings of the individual words. These expressions are an integral part of a language, and their use is essential for effective communication in both spoken and written forms. Phraseological units can be found in all languages, and they are a result of the historical, cultural, and social development of the language. Examples of phraseological units in English include "kick the bucket," which means to die; "bend over backward," which means to make a great effort; and "the ball is in your court," which means it is now your turn to take action. These expressions are commonly used in English, and native speakers are generally familiar with their meanings.

Phraseological units are classified into two main categories: idioms and collocations. Idioms are fixed expressions that cannot be understood by the literal meanings of their words. Collocations, on the other hand, are expressions where the words have a more flexible relationship, and their meaning can be understood by the meanings of the individual words.

Idioms are further classified into three categories: pure idioms, semi-idioms, and quasi-idioms. Pure idioms are expressions that cannot be understood by the literal meanings of their words and have no variation in their structure. Examples of pure idioms include "hold your horses" and "break a leg." Semi-idioms are expressions that have a literal meaning but are usually used metaphorically. Examples of semi-idioms include "chip on your shoulder" and "hit the nail on the head." Quasi-idioms are expressions that can be understood from the meanings of their individual words, but their meaning is different from the literal meanings of their words. Examples of quasi-idioms include "see red" and "take a hike."

Collocations are further classified into two categories: strong and weak collocations. Strong collocations are expressions where the words are strongly associated with each other, and their meaning cannot be easily changed. Examples of strong collocations include "a cup of tea" and "break the news." Weak collocations, on the other hand, are expressions where the words have a weaker relationship, and their meaning can be understood by the meanings of the individual words. Examples of weak collocations include "make a decision" and "give a speech."

Phraseological units are an essential part of language, and their use is necessary for effective communication. Understanding phraseological units is particularly important for learners of a language, as the use of these expressions is an essential part of achieving fluency. Therefore, it is essential to learn and practice using phraseological units in both written and spoken forms.

Moreover, phraseological units play a crucial role in the formation of the cultural identity of a language. They often reflect the history, customs, and traditions of a culture and are an essential aspect of cultural heritage. For example, many idioms and collocations in English have their origins in Shakespearean literature, demonstrating the influence of the playwright on the development of the English language.

Phraseological units are also subject to variation and change over time. New expressions are continually being coined, while others may become obsolete or lose their original meaning. The use of phraseological units can also differ depending on the context and the register of language used. For example, some expressions may be considered informal or even inappropriate in certain settings, while others may be used more commonly in professional or academic contexts.

Furthermore, the study of phraseological units can provide insights into the cognitive processes involved in language use. Research has shown that

the use and comprehension of phraseological units involve complex cognitive processes, such as lexical retrieval, semantic processing, and contextual inference. The ability to use and understand phraseological units is also linked to the proficiency and fluency of a language learner.

Phraseological units are an integral part of language and play a significant role in effective communication and cultural identity. Understanding and using these expressions is essential for achieving fluency in a language and can provide valuable insights into the cognitive processes involved in language use. The study of phraseological units also highlights the dynamic nature of language and the importance of ongoing learning and adaptation.

REFERENCES:

1. Tilavova, M. (2021). The Impact Of Motivation In Learning Foreign Languages. *Журнал иностранных языков и лингвистики*, 4(9).
2. Tilavova, M. M. (2022). THEORETICAL GRAMMAR OF ENGLISH AND THE MAIN DOMAINS OF LANGUAGE IN IT. *Mental Enlightenment Scientific-Methodological Journal*, 2022(1), 320-330.
3. Tilavova, M. (2021). РОЛЬ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ЖИЗНИ ЧЕЛОВЕКА. *Журнал иностранных языков и лингвистики*, 4(9).
4. Tilavova, M. (2021). Variability Of Phraseological Units In English And Semantic Problems In Translation. *Журнал иностранных языков и лингвистики*, 4(9).
5. Tilavova, M. (2021). The importance of learning a second language and its benefits for the individual. *Журнал иностранных языков и лингвистики*, 4(9).
6. Tilavova, M. (2021). INVERSION IS A BRIDGE TO THE WONDERS OF THE LANGUAGE WORLD. *Журнал иностранных языков и лингвистики*, 2(3).
7. Tilavova, M. (2020). Language is a bridge to the wonders of the world. *Журнал дошкольного образования*, (1).
8. Mamaraimovna, T. M. (2022, January). THE ROLE OF MODERN UZBEK WOMEN IN THE PROSPERITY OF THE MOTHERLAND. In Conference Zone (pp. 226-230).
9. Xolmurod o'g'li, M. A., & Mamaraimovna, T. M. (2023). THE USE OF NEOLOGISM WORDS IN VARIOUS FIELDS. *THEORY AND ANALYTICAL ASPECTS OF RECENT RESEARCH*, 1(11), 33-40.

10. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). THE STRUCTURAL FEATURES OF WORDS RELATED TO EDUCATION IN ENGLISH AND UZBEK LANGUAGES. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, 2(14), 123-128.
11. Saporbayevich, A. O., & Mamaraimovna, T. M., Abdug'appon o'g'li, A.N. (2022). [THE USE OF LEXICAL UNITS RELATED TO EDUCATION IN ENGLISH AND UZBEK LANGUAGES](#). *JOURNAL OF NORTHEASTERN UNIVERSITY*, 25(04), 1383-1397.
12. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). [NEOLOGISMS AS A LINGUISTIC UNIT AND THE INTERPRETATION OF SUCH WORDS THAT ENTERED THE UZBEK LANGUAGE](#). *Xorijiy tilni ikkinchi til sifatida o'qitish va o'rganishdagi muammo va yechimlar* , 230-233.
13. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). [THE ROLE OF THE VOCABULARY MAGNITUDE OF THE LANGUAGE IN THE STUDY OF EDUCATIONAL LEXICAL UNITS IN UZBEK AND ENGLISH](#). *Xorijiy tilni ikkinchi til sifatida o'qitish va o'rganishdagi muammo va yechimlar* , 227-229.
14. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). [Using educational idioms in English and they are a bright way to get to know the lives of native speakers](#). *NAMANGAN INSTITUTE OF ENGINEERING AND TECHNOLOGY*, 17-20
15. Tilavova, M. (2021). THE USE OF THE INVERSION IN THE LITERARY CONTEXT. *Turkish Journal of Physiotherapy and Rehabilitation*, 32(3), 35460-35471.
16. Tilavova, M. M. (2022). [EFFECTIVENESS OF STATE YOUTH POLICY IN OUR COUNTRY](#). *Mental Enlightenment Scientific-Methodological Journal*, 2022(1), 277-286.
17. Tilavova, M. M. (2022). [NATURE OF SEMANTIC CHANGE: LINGUISTIC METAPHOR AND LINGUISTIC METONYMY](#). *INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE THE 3RD INTERNATIONAL CONFERENCE ON XXI CENTURY SKILLS IN LANGUAGE TEACHING AND LEARNING*, 131-133.
18. Tilavova, M. M. (2022). [LEXICOGRAPHY IS AS A BASIS OF LINGUISTIC INTERPRETATION](#). *INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE THE 3RD INTERNATIONAL CONFERENCE ON XXI CENTURY SKILLS IN LANGUAGE TEACHING AND LEARNING*, 153-155.
19. Tilavova, M. (2021). [Innovative Technologies Are the Demand of the Modern Era and the Path to the Door of Success](#). *International Journal of Trend in Scientific Research and Development*, 6(1), 1410-1412.

20. Tilavova, M. (2021). [ZAMONAVIY INGLIZ TILIDA SIFAT SO'Z TURKUMI](#). *INTERNATIONAL SCIENTIFIC – ONLINE CONFERENCE ON INNOVATION IN THE MODERN EDUCATION SYSTEM*, 10(11), 60-62.
21. Tilavova, M. (2020). The Power Of The Mysterious Inversion In Literary Books. *THE AMERICAN JOURNAL OF SOCIAL SCIENCE AND EDUCATION INNOVATIONS*, 2(11) 592-598.
- 22.** Tilavova, M. (2020). TIL- DUNYO MO'JIZALARINI O'RGANISHGA ELTUVCHI KO'PRIK. *НАУКА И ОБРАЗОВАНИЕ В СОВРЕМЕННОМ МИРЕ: ВЫЗОВЫ XXI ВЕКА*, 11(4), 71-75.
- 23.** Tilavova, M. (2021). HOW TO AVOID PLAGIARISM. *ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ*, 19(3), 1044-1048.
- 24.** Ахмедов, О., & Тилавова, М. (2023). SEMANTIC STRUCTURE OF WORDS RELATED TO EDUCATION IN ENGLISH AND UZBEK LANGUAGES. *Scienceproblems. uz*, 3(1), 51-62.
- 25.** Saporbayevich, A. O., & Mamaraimovna, T. M. (2023). SEMASIOLOGY IS THE WORLD OF MEANING OF WORDS AND PHRASES. *MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH*, 2(19), 73-77.
26. Малика, Т. М. (2023). ЛЕКСИЧЕСКИЕ ЕДИНИЦЫ, СВЯЗАННЫЕ С ОБРАЗОВАНИЕМ, КАК ВАЖНЫЕ И НЕОБХОДИМЫЕ ТЕРМИНЫ. *SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM*, 1(12), 196-203.
27. Xolmurod o'g'li, M. A., & Mamaraimovna, T. M. (2023). THE ROLE AND DISTINCTIVE FEATURES OF UZBEK TERMINOLOGY IN LINGUISTICS. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, 2(15), 262-266.
28. Tilavova, M. (2023). POLYSEMY IN LINGUISTICS AS A MULTIFACETED AND COMPLEX PHENOMENON. *Журнал иностранных языков и лингвистики*, 6(1).
29. Tilavova, M. (2023). TEACHING SEMANTICS TO ENGLISH LANGUAGE LEARNERS: This article provides information about how English language learners can be taught semantics and their types. *Журнал иностранных языков и лингвистики*, 6(1).
30. Малика, Т. М. (2023). ЛЕКСИЧЕСКИЕ ЕДИНИЦЫ, СВЯЗАННЫЕ С ОБРАЗОВАНИЕМ, КАК ВАЖНЫЕ И НЕОБХОДИМЫЕ ТЕРМИНЫ. *SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM*, 1(12), 196-203.
31. Saporbayevich, A. O., & Mamaraimovna, T. M. (2022). NEOLOGISMS AS A LINGUISTIC UNIT AND THE INTERPRETATION OF SUCH WORDS THAT ENTERED THE UZBEK LANGUAGE. *Xorijiy tilni ikkinchi til sifatida o'qitish va o'rganishdagi muammo va yechimlar*, 230-233.

32. Saporbayevich, A. O., Mamaraimovna, T. M., & Abdug'appon o'g'li, A. N. (2022). THE USE OF LEXICAL UNITS RELATED TO EDUCATION IN ENGLISH AND UZBEK LANGUAGES. *JOURNAL OF NORTHEASTERN UNIVERSITY*, 25(04), 1383-1397.