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OVERVIEW OF THE FUNCTION OF PHRASEOLOGY IN LEARNING LANGUAGES

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Abstract: Phraseology as an individual part of linguistics should be carefully and profoundly studied by researchers as phrases, set expressions, idioms as well as fixed sayings are widely used in both written and oral speech in any language, particularly in English. In other words, it is believed that the EFL learner must study the phraseology - phraseological units, their origin, characteristics and usage, cultural specifics, etc. - in order to speak fluently and accurately as well as understand thoroughly as a native speaker for it helps the EFL students to make a complex speech and feel confident. This paper deals with defining the concept of phraseological units and attempts to have an overview its classifications

Keywords. phraseology, verbs, lexical units, idioms, function, construction, communitive, cognitive, nominative

INTRODUCTION. Macmillan Dictionary defines phraseology a particular way of putting words together to express something. ... And we can say the function of phraseology of every language is to study phrases, multi-word language units with their direct as well indirect meanings that make language vivid and colorful [1]. In [linguistic studies](#), phraseology is the study of set or fixed expressions, such as [idioms](#), [phrasal verbs](#), and other types of multi-word [lexical units](#) (often collectively

referred to as [phrasemes](#)), in which the component parts of the expression take on a meaning more specific than or otherwise not predictable from the sum of their meanings when used independently. Most phrasal verbs are phrases that indicate actions. They are generally used in spoken English and informal texts.

Phrasal verbs are important because they are extremely common in informal English, and unless you are familiar with their meanings, understanding informal language will be difficult. In addition, learning to use phrasal verbs correctly will help you sound natural in casual conversation. They are extremely common in conversations, and that makes them essential to mastering the language. Part of their bad reputation comes from ineffective and boring learning approaches but look at it this way: Phrasal verbs will help you express yourself with a lot more ease. Phrasal verbs are great to improve the language you are learning. Natives use phrasal verbs constantly, so they can help you to communicate as well as improve the vocabulary bank. A phrasal verb is exactly like it sounds. It is a phrase of at least two words that acts like a verb, so it is the action of the sentence.

Main part.

According to the Brady, one domain where phrasal verbs seem to play a large role, possibly because of the emphasis on movement and process, is technology (consider such expressions as "to tune up", "to bum out", "to put inn. "to take out". "to hook up". "to build inn. "to break down"). This research examines the assumption that phrasal verbs are in some way integral to technical contexts, and concludes that they are legitimate objects of ESP study, for in technical contexts they are often more precise than their single word synonyms. Therefore their treatment must be considered in textbooks and coursework. [2]

Phrasal verbs are constructions consisting of a verb and either a preposition, a particle, or both. his construction consists of a verb and a preposition, as in "I take after him," "We're looking into that," and "Please stand by." In spite of the fact that, another construction consists of a verb and a particle, as in "She didn't want to give in," "I decided to follow up," and "He left out the best part." A particle phrasal verb can also be interrupted by a noun or a pronoun, as in "He tried to look the name up," "I handed the assignment in yesterday," and "We worked the details out."

In these latter types of constructions, the particle can be relocated to be adjacent to the verb, as in "He tried to look up the name," "I handed in the assignment yesterday," and "We worked out the details." Which alternative looks or sounds more natural varies randomly; in the first example, "look up the name" suggests viewing the name from a certain direction, while "look the name up" implies research, but the other two sentences seem better written when the verb and the particle are adjacent.

Also, other one consists of a verb, a particle, and a preposition. Examples include "I'm looking forward to a vacation," She sat in for me during my

absence," and "They're not willing to put up with it anymore."

Note that many words serve as both prepositions and particles. As noted above, the phrase "look up" can refer to the act of directing one's attention upward, but it also has a figurative meaning: When one looks something up — or, to be more formal, conducts research — sight, but not an upward motion of the head, is involved.

Take care not to confuse phrasal verbs and compound nouns (sometimes used as adjectives) that consist of the same words. For example, one signs up for a class but attends a signup session, or simply a signup.

Also, the prepositional phrases "in to" and "on to" are combined into one word only in certain circumstances: *Into* is correct when the reference is to a location, as in "I went into the doctor's office," a literal reference, as opposed to "I went in to see the doctor," which is figurative. *Onto* is correct when you could precede it with *up*, as in "I climbed (up) onto the rock," but in sentences such as "I want to hold on to this book," the two-word form is preferred.

Notice, too, that phrasal verbs are generally colloquial and are seldom suited for formal writing; a more succinct alternative is frequently available. And even in informal prose, writers should consider omitting extraneous adverbial particles when a verb alone would do, as in "help out" in place of *help*. In general function is a role which an element plays in activity of that structure, part of which it makes.

As to phraseological units they have the definite program of functioning which is predetermined by their essence itself as A.V. Kunin puts it. Some functions are constant, i.e. inherent in all phraseological units in any conditions of their realization; other functions are variable, peculiar

only to some classes of phraseological units. Communicative, cognitive and nominative functions refer to the constant functions.

The communicative function of phraseological units is their ability to serve as communicative or message means. Communication presupposes a mutual exchange of statements, and message presupposes the transfer of information without a feedback with the reader or the listener.

The nominative function of phraseological units is their relation to objects of the real world, including situations, and also replacement of these objects in speech activity by their phraseological denominations. The filling of lacunas in the lexical system of the language is characteristic of the nominative function of phraseological units. This function is peculiar to the overwhelming majority of phraseological units, as they do not have lexical synonyms. The sub-kinds of the nominative function are neutrally-nominal and nominal functions.

The neutrally-nominal function is the basic one for phraseological units, for example, *brown paper*. At realization of such phrases in communication the fact of a designation of the object is important, and not the stylistic use of the phrase. The nominal function is also characteristic for semantically transferred phraseological units (idiomatisms and idiophraseomatisms), but it is not neutral, it is stylistically marked.

CONCLUSION

To put it all briefly, we can say that phraseology as an individual part of linguistics should be carefully and profoundly studied by language learners as phrases, set expressions, idioms as well as fixed sayings are widely used in both written and oral speech in any language, particularly in English. In

other words, we believe that the EFL learner must study the phraseology - phraseological units, their origin, characteristics and usage, cultural specifics, etc. - in order to speak fluently and accurately as well as understand thoroughly as a native speaker for it helps the EFL students to make a complex speech and feel confident.

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