

**LEARNING ENGLISH IDIOMATICS BASED ON THEMATIC  
CLASSIFICATIONS OF PHRASEOLOGICAL UNITS.****N.KH. Sharipova (an English teacher of Karshi engineering economics institute, Uzbekistan)**

**ABSTRACT** The article is discussed about the teaching of foreign language which involves direct penetration into culture of the speakers of this language, and in this sense idioms, figurative the structure of which reflects the originality of the language and some national and cultural features characteristic of it.

**Key words:** phraseology, direct penetration into culture, direct penetration into culture

Phraseology, recently recognized as independent, isolated from lexicology science, provides a huge number of phraseological units (in modern English there are about 15,000), using which you can understand the history of a particular people, its mentality, as well as customs, culture and life.

Teaching a foreign language involves direct penetration into culture of the speakers of this language, and in this sense idioms, figurative the structure of which reflects the originality of the language and some national and cultural features characteristic of it.

Successful mastery of idiomatic units promotes intercultural mutual enrichment and growth of mutual understanding between speakers of different languages. In the Law of Uzbekistan "On Education", the subject "Foreign Language" is assigned an essential role in solving an important task facing the school: providing conditions to form a picture of the world adequate to the modern level of knowledge among students and the development of their interest in world and national cultures. As noted by the domestic linguist S.G. Ter-Minasova in her work "Language and Intercultural Communication", each a foreign language lesson is "a crossroads of cultures, this is the practice of intercultural communication, because every foreign word reflects a foreign world and foreign culture: behind every word there is a conditioned national consciousness, idea of the world" [7, p. 25].

State educational standard of the basic general education includes such requirements for learning a foreign language as "Formation and improvement of foreign language communicative competence; expansion and systematization of knowledge about the language, expansion of linguistic horizons and lexical stock, further mastery of the general speech culture". To fulfill them training in stable expressions of the target language is necessary, since adequate proficiency in a foreign language involves the use of phraseological units (idioms, proverbs, catchphrases), and the number and frequency of their use in speech can serve as a characteristic of the level of knowledge of the language.

Teaching idioms is part of teaching the lexical side of speech, the content of which provides for the development of a lexical minimum that provides the possibility of communication in the household and socio-cultural spheres. The essence of selection is vocabulary is to single out from the set of idioms those that in their composition correspond to the objectives and conditions of this course of study. Selected minimum phraseological units should ensure the development of speech skills and abilities, required by the program, to be feasible for a given contingent of students, contribute to the solution of educational and educational tasks.

S.L. Ozolinja offers the following complex for the selection of idiomatic units

interrelated principles and criteria:

- The principle of compliance of selection sources with the current state of the language (for language material used by native speakers in a given period of its development);
- A functional approach to the selection of sources (in the phraseological minimum material that is functionally significant for oral communication should be included);
- Stylistic principle (such idiomatic expressions are selected and stable combinations that are used in both written and oral speech and not have a special stylistic and emotionally expressive coloring, for example: to pay attention to, by all means, on the one hand ... on the other hand);
- Thematic principle (the minimum list includes idioms related to certain topics provided by the curriculum) [6, p. 13].

For our research, the thematic principle is of particular interest, allowing to correlate the content of a section of one or another teaching material for teaching English language with a suggested set of idioms for better memorization and use in speech (the vocabulary of the studied section is at the same time a constituent element phraseological phrases, for example, beans - to spill the beans), which will help the formation of an active vocabulary of students.

So, the purpose of this work is to develop a model for enriching the speech of students. High school English idiomatic expressions based on their thematic classification.

To achieve our goal, it is necessary to solve a number of theoretical and practical tasks:

- Analyze scientific and linguodidactic literature to determine the concept of "idiom" and identifying the essence of the thematic principle in the selection

phraseological units;

- Study the thematic content of the sections of the teaching materials in English, the most often used in Russian general education schools;

- Make a selection of idioms for compiling a mini-glossary for one of the sections of the teaching materials, using the chosen principle;

- Develop a system of exercises to consolidate the proposed by us

idiomatic units.

The theoretical basis of our research was the work of domestic and foreign linguists and methodologists dedicated to the phraseology of English language (V.V. Vinogradov, A.V. Kunin, H. Sweet) and methods of teaching and learning vocabulary English (S.G. Ter-Minasova, S.L. Ozolinya).

Considering one of the tasks of our research, namely, to compose a thematic dictionary of English idioms, it is advisable to consider itself the concept of an idiom, in order to be able to distinguish it from other types of phraseological

units.

The content and scope of the concept of "idiom" has not yet received a clear and uniform definitions and still remain the subject of debate. In accordance with existing traditions and interpretations, the concept of "idiom" can cover both a relatively small part of language units, and quite significant linguistic layers (phraseological units, words, grammatical constructions).

In the Anglo-American tradition, the idiom in practice began to be understood as any a figurative expression with a national identity (phrases, proverbs, sayings, some clichés). The theoretical definition of an idiom in textbooks on lexical semantics is reduced to the following: an idiom is an expression whose meaning is not is derived from the values of its constituent parts.

In order to determine the place of an idiom in an extensive phraseological fund,

which includes tens of thousands of units, we turn to the classification of phraseological units, developed by V.V. Vinogradov. It is based on the degree of semantic indivisibility of components, thus, dividing phraseological units into three large groups:

1) Phraseological adhesions - semantically indivisible and grammatically indecomposable stable combinations, the general meaning of which does not correspond at all the sum of the meanings of the words that make them up;

2) Phraseological unity - semantically indivisible stable combinations, the general meaning of which is the result of a figurative rethinking of everything phrases and can be partially motivated by the semantics of the constituent's components, i.e. the general meaning of phraseological unity to some extent follows from the set of meanings of their constituent words;

3) Phraseological combinations - semantically indivisible stable combinations,

the general meaning of which is motivated by the semantics of the constituent components, i.e. phraseological combinations in the sense of terms, their general meanings consist of the sum meanings of words included in their composition. These phraseological units differ from mergers and unities first of all, the fact that in their composition there are words that have both free and non-free (phraseological related) meaning, which is realized only in conditions of a certain lexical environment [3, pp. 208 - 211].

So, an idiom is a phraseological union, literal translation which does not contribute to understand its general meaning: to rain cats and dogs - pours, as from buckets, to be in the red - to be in debt, to be as cool as a cucumber - to be cold-blooded.

The thematic principle of idiom selection can be implemented in two ways:

- 1) make a selection of these units on a specific topic (for example, the nature person), where the words that make up the idioms belong to different semantic fields;
- 2) make a sample of such idiomatic units, the "core" of which are the words of one semantic field (for example, in the idiom a couch potato, an apple of one's eye, a big cheese contains words on the theme "food"). In our research, we refer to

the second way of grouping idioms, because some words suggested in the studied section, can become an integral part of the idiom - thus there is a consolidation and the lexical material of the lesson, and the development of a new idiomatic expression.

The solution to the second task of our work includes an analysis of the thematic the contents of the sections of the following domestic teaching materials in English, calculated for students of 7 classes: K.I. Kaufman, M. Yu. Kaufman "HappyEnglish.ru", M.Z. Biboletova, N.N. Trubaneva "Enjoy English" and O.V. Afanasyeva, I.V. Mikheev "English" [4; 2; 1]. Each textbook includes a section dedicated to sports ("Sports", "Sport is Fun", "Sport in Our Life"), which predetermines the theme of the mini- dictionary.

The next stage of our research is the selection of such idiomatic expressions in which there are units related to the topic "sport". For this we refer to online dictionaries (<https://idioms.thefreedictionary.com>, <https://www.theidioms.com>) [9, 10] and using keywords (sports vocabulary) find the idioms we need. Keywords: a ball, a court, sports, to jump, to run, a team, a goal, a pool, hockey.

Our mini-glossary "Sports Idioms" contains 10 idiomatic expressions:

- a ball of fire - active, energetic
- to jump out of one's skin - flinch, jump (from fright)
- to be on the ball - know your stuff
- to move the goal posts - change the rules in your favor
- the ball is in your court - now the word is yours
- to make sport of someone - taunt, scoff
- to jump in smth. with both feet - take on something with zeal
- to run the good race - do your best
- to scoop the pool - hit the jackpot
- horse hockey - nonsense

This list of idioms was also drawn up using an electronic service Word Steps (<http://wordsteps.com>) [11], which allows you to create your own dictionaries with

automatic recording of the transcription of each word. Moreover, one of the advantages site is the ability to print the studied expressions in the form of cards, which can become visual teaching material in the lesson (see Fig. 1).

Rice. 1 An example of a card with an idiom, its transcription and translation. As a recommendation for an English teacher, we can offer guidance learners of their own vocabularies for idioms, where they will be written by topics themselves idiomatic expressions, their transcription, translation and an example of their use in context. So the lexical material studied in the lesson will be stored in one place in structured form, and writing the expression by hand will help to activate the student's motor memory.

To practice and consolidate new idiomatic expressions, we have developed the following set of exercises:

### 1) Find the English equivalents

Hit the jackpot; know your business; nonsense, nonsense; change the rules in your favor; scoff, scoff; ...

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**2) Fill in the blanks**

to move the \_\_\_\_; a ball of \_\_\_\_; to run the \_\_\_\_ race; to \_\_\_\_ the pool; to be on \_\_\_\_; ...

**3) Translate the sentences**

You should better jump in preparing for your exams with both feet if you want to pass them successfully. Wearing two pairs of trousers in summer is such a horse hockey! John, the ball is in your court - will you go to the cinema with us? ...

**4) Choose the correct idiom to complete each sentence below**

Mary is always full of energy; she is really a ... (ball of fire)

Jim's boo from round the corner made Mary ... (jump out of her skin)

This boy can hardly make friends with his classmates, he always... of them (makes sport) ...

**Exercises 3 and 4** introduce learners to the context in which learners

idiomatic units can be applied and prepare them for execution

next task:

**5) Invent and act out a situation where one of the sports idioms can be used**

The last task has increased difficulty, because learners not only demonstrate knowledge of the idiom, but also interpret its content in their own way, learn express your emotions through prepared speech. In addition, the assignment contributes to development of creative abilities of schoolchildren.

Thus, we can conclude that the presence of phraseological units in speech adds liveliness, expressiveness, naturalness to it. Introduction of additional the number of idiomatic expressions in English lessons in key vocabulary is not will only significantly expand the active vocabulary of students, but also increase them interest in the artistic possibilities of the target language will contribute to the ability analyze, compare, draw conclusions. Application of the thematic selection principle idioms related directly to the topic of the studied section of the textbook will allow students once again consolidate his basic vocabulary and get acquainted with new variants of its use in the context of idiomatic expression. Exercises, aimed at working out the idioms that are part of the mini- vocabulary, will help develop the creative abilities of schoolchildren and the skill of using idioms in everyday situations.

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