

DERIVATIONAL TENDENCIES IN COMMUNICATIVE PHRASEOLOGICAL UNITS

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Abstract.

The paper is dedicated to my teacher, to the outstanding linguist Alexander V. Kunin who introduced a most productive phraseological conception and an original method of phraseological identification that was first formulated in his doctoral thesis in the early sixties¹ and developed and modified in the scholar's later books. Alexander V. Kunin contributed greatly to the whole theory of phraseology

Keywords:

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Learning phraseological units is one of the most challenging tasks for English learners. Phraseological units quickly become confusing for a few reasons. Meaning can be changed by using phrasal verbs, just here: Run with the hare and hunt with haunts. Positional or morphological changed variants in their structure: for example, positional: cross the t's and dot the I's = dot the I's and cross the t's, it is a boad as it's long = it is long as it's broad, off and on = on and off. Morphological: in deep water = in deep waters. Number of morphologic and positional variants does not have importance in English. Phraseological units have literal meaning: To fight wind wills = lit to knock one's head against the wall. More recently, approaches have tended to group phraseological units into lexical sets. Break the ice - semantic meaning separate word 'break and ice', Pull somebody's leg - 'pull and leg'.

This gives us basic comparison how transforms in an active and passive construction in one phraseological unit. They can be in texts. Certain phraseological units of books have a great number of advantages [2]. The units are presented through text, which makes their meanings clearer, and students can also use co-text to work out the meanings. Such cognitive engagement may also make the exercise more memorable.

Learners generally move sensibly from recognition to production and there is usually a final exercise in which students get to personalize the phraseological units, by asking each other questions. However, again the potential for conclusion is high, when the lexical set contains words of different meaning. For instance students of mine had problems with the text about relationship. I found that words of different meanings, which is not related the text hesitate the learners.

A more natural approach perhaps, is to teach phraseological units as they occur in a text. Language is used in context and usually better learnt in context. In authentic texts the relationship between the words is often looser, thereby reducing the changes of confusion. Furthermore, texts are not weighted down by complex explanation or categorization, and thus more classroom time is devoted to authentic language use.

It was he who developed the basic notions of phraseology as a self-contained linguistic discipline, in particular the definition of the phraseological unit (PU), the co-relativity of the phraseological unit and the word, methods of phraseological research, the stability of phraseological units, the phraseological meaning, the types of dependence of components in a phraseological unit, the volume of phraseology and its borders, stable word combinations of

non-phraseological character, the demarcation of phraseology and phraseomaticity, the classification of phraseological units in modern English. Thus, Alexander V. Kunin represents “classical Russian theory”, which as Antony P. Cowie has underlined, “with its later extensions and modifications, is probably the most pervasive influence at work in current phraseological studies and is unrivalled in its application to the design and compilation of dictionaries” To begin with it is essential to define some of the terminology as there are many terms for the basic units within phraseology and what is more they are sometimes understood differently. The most common one is the term idiom, which appears in a variety of senses, and hence it is vague and confusing. As Z. Kövecses puts it “The class of linguistic expressions that we call idioms is a mixed bag”.

Native English speakers use it to denote a mode of expression peculiar to a language, without differentiating between the grammatical and lexical levels⁶. It may also mean a group of words whose meaning is difficult or impossible to understand from the knowledge of the words considered separately. Moreover, idiom may be synonymous for the words “language” or “dialect”, denoting a form of expression peculiar to a people, a country, a district, or to an individual. Very often the term idiom is used in an extremely broad sense meaning a separate word, a combination of words, a proverb, a cliché or even a citation. Thus compound words are regarded as idioms by A. Makkai, I.R. Sheinin, word combinations free of any metaphorical transformations are included in the category of idioms by N. Shanski and S. Gavrin.

The main method of extraction of phraseological units out of a language continuum and their semantic analysis is the method of phrase logical identification that was introduced by professor A.V. Kunin, the founder of the English phraseology as a branch of linguistic science and as a self-contained linguistic discipline.

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