



THE WAYS OF LEARNING PHRASEOLOGIZMS WITH COMPONENTS EXPRESSING CURRENCY UNITS IN TEACHING PROCESS

Polvanova Mahzuna Farxadovna

Senior teacher, Uzbekistan World State Languages University, English second faculty-2

Djurayeva Nilufar Baxtiyarovna

*Teacher, Tashkent Institute of textile and light industry, Department of languages
Uzbekistan, Tashkent*

ABSTRACT

A phraseological unit may extend across sentence boundaries and even large stretches of text, a web of unique interrelationships of figurative and direct meanings, and associative links. Phraseology was investigated in a great number of research works. The linguistic nature of phraseological unit has been explored thoroughly nowadays. The main difficulties of this sphere are faced in understanding idiomatic expressions in English. Phraseologisms with components expressing currency units are considered by many researchers as the colorful side of the language. Therefore, learners must see the language through rose-colored glasses to learn every single item that leads to proficiency. In fact, the level of command of idioms serves as an important indicator of target language proficiency. Teaching and learning phraseological units helps to disclose the cognitive processes of the mind in creative thinking. At the same time, it facilitates the emergence of the other language skills: speaking, reading and etc. Also it can lead to significant gains in lexicological and stylistic awareness which involves a conscious perception and understanding of: changes in the base form and meaning of the phraseological unit, associative links and their networks, stylistic cohesive in the text and the creation of a new meaning in context.

KEY WORDS: *phraseological unit, figurative, direct, currency units, idiomatic expressions, linguistic, component, cognitive, proficiency, language skills, stylistic awareness, creative thinking;*

INTRODUCTION

This part of a vocabulary, being an important element of culture, is at the same time the marker that indicates the students' fluency and efficiency in using a foreign language. English is considered to be a highly idiomatic language, and native English speakers make an abundant use of idiomatic expressions in various spheres including the media, literature and also colloquially. The majority of textbooks of English as a foreign language suggest studying idiomatic expressions in groups, such as colour idioms, body idioms, food idioms, sport idioms, music idioms, etc. This method has proved to be rather effective since idioms, being "culturally bound" elements of the vocabulary, easily fall into rather distinct categories that at the same time makes the learning process easier. This part of a vocabulary, being an important element of

culture, is at the same time the marker that indicates the students' fluency and efficiency in using a foreign language. English is considered to be a highly idiomatic language, and native English speakers make an abundant use of idiomatic expressions in various spheres including the media, literature and also colloquially. The majority of textbooks of English as a foreign language suggest studying idiomatic expressions in groups, such as colour idioms, body idioms, food idioms, sport idioms, music idioms, etc. This method has proved to be rather effective since idioms, being "culturally bound" elements of the vocabulary, easily fall into rather distinct categories that at the same time makes the learning process easier.

The part of a vocabulary, being an important element of culture, is at the same time the marker that indicates the students' fluency and efficiency in using



a foreign language. English is considered to be a highly idiomatic language, and native English speakers make an abundant use of phraseological expressions in various spheres including the media, literature and also colloquially. The majority of textbooks of English as a foreign language suggest studying phraseological units in groups, such as currency, color, body, food, music idioms, etc. The way of teaching phraseological units with component expressing 'currency' has proved to be rather effective since idioms, being "culturally bound" elements of the vocabulary, easily fall into rather distinct categories that at the same time makes the learning process easier. Lexis and syntax, or vocabulary (phraseology as a part of vocabulary) and grammar, have traditionally been viewed as discrete aspects of language in teaching [M.Hoey, 2005; U. Romer, 2009.], but a growing number of scholars from a variety of theoretical camps within applied linguistics and second language acquisition argue that the two are in fact inseparable. The importance of phraseological studies is permanently discussed as it demonstrates the interrelation between the language and the society. In speech phraseological units have connotations related to emotions and value. Connotation is determined only by social, ideological attitude of a speaker, therefore an appraisal component of such connotation has a subjective nature. Knowing English phraseological units, proverbs and sayings enriches students' vocabulary and helps them to realize figurative system of English, and broadens their lingua cultural competence.

1. Romer, U. (2009). *The inseparability of lexis and grammar. Annual Review of Cognitive Linguistics*. P-144
2. Hoey, M. (2005). *Lexical priming. New York, NY: Routledge. Page 7.*

The vocabulary of the English language consists of words and, so called, words equivalents which are not created by speakers but used as ready-made linguistic units. Such units are primarily characterized by the contradiction which exists between the semantic integrity of the whole and the formal independence of its parts. It is very difficult to establish a sharp boundary between free word-combinations which are generated by the speaker in the process of speech and phraseological units used as ready-made. The problem of understanding the meaning of a phraseological unit is linked with a possibility of increasing our knowledge about the world diachronically. Moreover the role of phraseological units as specific structures in forming vocabulary and linguacultural competence of students is very significant because they encapsulate a national, country's cultural outlook. Usage-based

theories of language learning suggest that phraseology must be studied as a part of vocabulary. Teaching phraseology is a part of cultural approach in foreign teaching methodology and arranging vocabulary studying though structure of component meaning is linguistic approach. Complex methodology is applied: method of phraseological identification, semantic analysis.

A phraseological value is a category which is interpreted in different ways depending on understanding of the nature of a phraseological unit, its components and volume of phraseology. According to A.V. Kunin, the phraseological unit is a fixed combination of words which fully or partially change their meanings. [A.V. Kunin, 2005.] It means that a character, which is above the word level, stability and changed meanings of words in the combination are criteria of phraseological units together with other linguistic units, which define their special status in the language structure. "But if we want to characterize the semantic usage properly which is accepted in any speech community and belongs to the described language, we should not only describe it. We can achieve the result only by applying collective estimations which are adopted in the community so we must take into consideration the public opinion. One and the same thing may have different descriptions in different civilizations. Such semantic definitions must have substantial consequences for the formal analysis of linguistic units." [N.N. Zerkina, 2011.] An idea of interrelation between linguistic and extra linguistic meanings in the language and in particular in word semantics is not new. This issue was raised in very general terms in some research works of classical linguists and philosophers and keeps attracting attention of modern scientists. To seek logical arrangements of phraseological units and put them in a more meaningful learning context for foreign language learners, researchers [Kövecses & Szabó 1996] have devoted themselves to looking for certain systematicity in idioms. Likewise, we consider phraseology an interesting issue to focus on because scholars claim that it is a cornerstone within the lexicon of any language. As Mel'cuk (1998:24) states "People speak in set phrases, rather than in separate words in any language" [cited in Fernández Prieto, 2004]. Therefore, knowing a word implies to know the syntagmatic combinations or words that go together with it (*be made off money*, but *for my money*). These readymade units are considered extremely difficult by non-native speakers, since they are conventional ways of expression.

Nowadays, the teaching of vocabulary has become essential in foreign language teaching and learning, particularly in the latest years. Current



research shows that phraseology is one of the key components of language due to its high and spontaneous occurrence in daily conversation. The complete lexicon of English is enormous. According to Hill (2001:48), "the mental lexicon on any individual is huge; consisting as it does of a vast repertoire of learned phrases of varying degrees of fixedness". Such phraseological units are usually considered quite difficult for learners owing to two main reasons: their cultural backgrounds and their conventionality, normally significantly different from the learners' mother tongue.

3. Kunin, A. V. (2005) *A course on modern English phraseology*. Dubna: Dubna: Izd. centr «Feniks», 2005.p- 488
4. Zerkina, N.N. (2011) *Explicit and implicit representation of the concept WHITE in English.. Moscow: Linguistics Institute of the Russian Academy of Sciences; Tambov: Publishing house of Derzhavin Tambov State University, page.405-406.*
5. Fernández Prieto, M. J. (2004). *La enseñanza de fraseología. Evaluación de recursos y propuestas didácticas. Centro Virtual Cervantes, Actas XV, page 349-356.*
6. Hill, J (2001). *Revising priorities: from grammatical failure to collocational success. In M. Lewis (Ed.) Teaching Collocation. Further Developments in the Lexical Approach. page 47-49*

However, it is undeniable they are primary to achieve a good command of the language, and ultimately, a proper communicative competence. Undoubtedly, we can state that language is not something isolated, but a social and cultural tool; therefore, the phraseological competence of a speaker depends to a great extent on the cultural knowledge of the linguistic system he/she is involved in. Hence, the situational context really matters while learning and it is the one that asks for specific utterances and expressions that fit particular situations. These special features of languages and people should be explained and analyzed by L2 learners so that they are able to think differently and immerse themselves into the foreign language's environment. As phraseology constitutes an immense field, teachers struggle to determine which phraseological units are adequate to each level they are in charge of. Obviously, the teacher's role becomes more complicated and involves a greater effort when deciding to include phraseological content in their everyday teaching, since they should also cope with historical, social and ethnographic teaching, but this proposal is said to ensure success. Though there is a wide range of investigations based on the techniques of teaching English phraseological unit with

expressing currency, such as context-based strategy, teaching idioms with using theme, through dialogue writing, guessing game, TV commercials and role-play activities [Wu Su-Yueh, 2008]. Teach phraseological units in spoken form, not written, and explain to students how they are conversational, rather than formal. Have students practice the phraseological units in dialogue to help them understand they're used in spoken colloquial English. Don't just hand out a long list of phraseological units. Be sure to provide a small selection of 5-10 phraseological units (or less!) and explain each one. By using idioms, set expressions, the learners' speaking skills are increased. The original contribution of our study is developing the approach to improve speaking skills through phraseological units as well as increasing motivation of students. And now let's look through some teaching technique which we have mentioned above.

Use a theme. A great way to teach phraseological units is to use a theme. Most idioms in English fall into a thematic group. For example, you could use all weather-related idioms or teach currency-related. By using a common theme to teach idioms, it's easier for students to grasp the meanings of the phrases, and see how similar words can mean very different things.

Teach phraseological units with pictures. Provide a picture to explain the context. This works best if you show an image that humorously illustrates the literal meaning of the phraseological units. It will make students laugh, but also help them understand or guess what a phrase means. Idioms are full of colorful imagery, perfect for a flashcard or photo. Show the picture to your students and have them guess the meaning of the phraseological units.

For example: Money talks [Webster e-dictionary] (show the picture related to this set expression) Meaning: (used to say that money has a strong influence on people's actions and decisions)

Dialogue Writing and Role-play in Reading. Dialogues can provide situations for students to practice ordinary conversation and offer students ample practice with basic speaking skills in context. Firstly, dialogues can be viewed as short plays and used for students to act out rather than simply read aloud. Moreover, the dialogues the students write function as basic communication at all levels. In addition, putting pupils into pairs for the role-play in the daily dialogues is an effective way of oral practice for various ages and levels. [7, p 13] Moreover, students learn better when they are provided with collaborative activities because they can interact with peers and share fun in learning.

For instance: A pretty penny. Meaning: people who is happy and have much money.



Teaching tips: Explain the idiom and practice the sample dialogue. Ask your students what makes them happy. Sample dialogue:

Farxod: Shaxnoza, why are you so happy today?

Shaxnoza: Well, I made a perfect score on my English test. I also won first prize in an English writing contest and received a pretty penny for the prize. So yes, I'm a happy camper today.

7. Wu, Su-Yueh 2008. "Effective Activities for Teaching English Idioms for EFL Learners." In *The Internet TESL Journal*, Vol. XIV, No. 3, March. <http://iteslj.org/Techniques/WuTeachingIdioms.html>

8. <https://www.fluentu.com/blog/educator-english/teach-english-idioms/>, p.13

Also, practice using the phraseological unit in the negative. Such as, *"I have a pretty penny but I feel myself unhappy and alone."*

Guessing game. Write three or four idioms on the board that all touch on one theme (e.g. money, body parts). Have students work in groups to see if they can guess the meaning of the phraseological units. Walk around your classroom and check their answers awarding points for any correct definition. Then share the meanings of the phraseological units with your class and give them an example in context. Move on to another group of idioms around a second theme. Repeat the activity. The first team to reach ten points wins the game.

One of the basics for teaching is to conduct lessons that interest your students. Bored students won't remember much of the lesson. Refrain from giving long lectures that will only encourage your students to wander slumber land. Instead, keep students involved and interacting with them in English. Some students may prefer to listen quietly as they are shy to make any comments. If this kind of interaction makes your students nervous, provide plenty of support by giving clear and very specific directions. In addition, make your lessons livelier by adding games or using real-life objects such as a telephone, cook book, or money box. You can also bring your students out of the classroom for an educational tour. This will greatly increase their attention lifespan and assist to absorb the knowledge easily. Another effective way to attract their attention for learning phraseological units is to provide some rewards during the lessons. Studies have shown that students will be able to learn better when they perceive a personal reward. To boost internal motivation, remind them of the benefits that English can provide, such as English-speaking friends, better job opportunities, easier making money, or less stress at the doctor's office, and then teach language that will bring them closer to those benefits. External

motivation can be achieved by praise and encouragement as well as tangible rewards like prizes or certificates. These rewards have been proven to be very effective in encouraging the students to put in extra efforts in their daily learning. Learners will remember material better and take more interest in it if it has applicable contextual meaning. This means that good teachers should be able to relate the teaching materials to daily usage or practical examples. By providing appropriate applications, students will be able to remember them better and longer.

With supporting ideas which is mentioned above studying idioms via TV commercials teaching technique proves to be very fruitful. This teaching technique is often funny to watch but they represent a huge language work-out, too. "At an advanced level, culture becomes an even more important part of the syllabus, and media are the great way to present culture" [M.Helgesen, 2007]. On the other hand, TV commercials are culturally distinctive [J.Sherman, 2008.], so are the idioms. Hence, studying English phraseological units with expressing currency units and watching English commercials have much in common which makes the choice of this type of authentic video justified and efficient. Having analyzed a number of manuals that give direct recommendations on teaching English via authentic video materials, we can draw that idiomatic language, due to its popularity in everyday use and its figurative meaning causing certain difficulties to learners, is a type of vocabulary which is much easier to comprehend through visual aids. Moreover in the former case, TV commercials are supposed to be visual additional material to a vocabulary section of many textbooks that suggest studying idioms grouped by some particular principle (e.g. expressions with *money, penny, cash, coin, shilling*, expressions with the verbs *make, spend, turn* and etc.). Visual images of such idioms as *time is money, penny pig* and many others help to memorize figurative language and to state the cultural differences (and similarities) with the native language as far as a certain phraseological unit is concerned. For example, the meaning of an idiom *lost money on the deal* can be easily understood without any translation into a native language. Additionally this kind of teaching technique could help English language teachers make studying phraseological units more effective and exciting; we need to turn to the types of activities foreign language teachers use in a classroom. The whole range of techniques varies from comprehension exercises to creative writing tasks. The most general examples available to students of various levels are the following:



- Watching a suggested TV commercial and writing down an idiom/idioms used. This activity,
- 9. Helgesen, M. 2007. *Practical English Language Teaching: Listening*. New York. P-116.
- 10. Sherman, J. 2008. *Using Authentic Video in the Language Classroom*. Cambridge. P-105.
- though very common, enables the listeners both to memorize the idiom and to enjoy the process of watching a funny and entertaining advertisement.
- Creating TV commercials on the basis of a particular phraseological units/group of idioms. A list of phraseological units studied separately or in groups can be suggested by the teacher or arranged by students themselves. This type of work proves to be really inspiring as an out-of-class or homework activity (creating personal advertisements and sharing them with other students in the class).

Methods and ways of applying phraseological units in teaching process are widely clarified in the handouts from methodical ways of teaching English as a foreign language. But every teacher who conducts the lesson and wants his lessons to be more useful and affective creates ways of making his classes interesting. It depends on the imagination and creativeness of the teacher. There are plenty of ways of making the teaching process more interesting and affective by using phraseological units. The teacher may explain the idiom first and then may give the definition orally and ask the students to make up examples one by one. The next way may be like this: the teacher may tell the idiom and give just the example and the students should give the definition it is that what today's up- to- date interactive methods requires us to accomplish. Another one is the students will be arranged into small groups and are supposed to make up short stories according to the phraseological units given by their teacher for example, *money has no smell* but should not tell the idiom which is supposed to be used in the story. The next group should find the name of the phraseological units. The next activity goes on like following: the teacher hands in the written task which has multiple choice tests belonging to the idioms or phraseological units that should be learned. As a consequence by choosing an appropriate materials for implementing different activities in teaching phraseological units are considerable too important.

Teaching materials, part of the five needed components of language instruction (students, a teacher, materials, teaching methods, and evaluation), is a general term to refer to 'anything which is used by teachers or learners to facilitate the learning of a language' [Tomlinson, 1998.]. Teaching materials are of great importance for their guidance in any

instructional circumstance. Brown [1995:139] mentions that they provide a detailed description of teaching techniques, methods and the tasks designed for a learner's classroom activities. There are many types of teaching materials including paper-based (textbooks), electronic (corpus, computer software), and audio-visual (video, television programs, audio tapes, visual aids). All of them can be used by the teacher but we have a close look at the relationship between textbooks and their content in terms of phraseology. Teaching materials are the basis of language input the learner is exposed to and practice in the classroom [Richards, 2001.]. They are important for the learning of language phraseology and may lead to success or failure to reach the competence aims.

As the result of methodical interpretation of visual aids and other form of activities are developed considering specific goals in mind, linguistic and culture oriented peculiarities of the film and its thematic range. The exercises are directed at removing language difficulties, understanding the content of the episode for viewing, disclosure and discussion of the film, explanation of the realities of other cultures. These tasks can be divided into three groups: pre-viewing activities, first viewing activities and comprehension activities. However, one should not perceive this classification as a mechanical one, because it takes into account not only the time for doing an exercise, but also the type, form and nature of the task defined and limited by this time. The use of audio-visual aids in learning phraseological units with expressing currency units by learners gives an opportunity to implement fully and consistently one of the principles of didactics - visibility.

11. Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge. Cambridge University Press, p- 2.
12. Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Heinle & Heinle Publishers, 20 Park Plaza, Boston, MA 02116. P-139
13. Richards, J. C. (2001). *The role of textbooks in a language program*. Retrieved November, 12, 2008. P-251.

It helps to facilitate the understanding of language units under study, to use analytical skills of students as much as possible, to mobilize their internal resources, to increase the interest to the lessons. In such way it is facilitated the comprehension of foreign language speech and the construction of the statements, as the picture in the frame recreates the situation of communication and the student tries to "see", "to read" situational cues and use them as if a prepared or unprepared statement English language phraseological units using audio-visual aids involves



the equipment of methodological apparatus of the pedagogical system in question, the didactic interpretation of authentic viewing episodes as well as the programming of certain training actions, aimed at mastering phraseological units with components currency units by the learners, the development of necessary speaking skills, the formation of a foreign language competence. For all that we should consider not only the native language of students, but the specifics of national culture, educational traditions, which aim to increase the effectiveness of linguoeducational process.

Since learning a foreign language requires both students and teachers to be creative, the latter should be motivated to apply various modern techniques of teaching English phraseology with component expressing currency units (including idioms, proverbs and sayings). While watching authentic video materials, memorizing and playing back or learning idioms and proverbs which can be organizing through various vocabulary-based activities with textbooks is useful and also taking into consideration that although listening and pronouncing are separate skills, the majority of language skills are not and should not be taught separately. Speaking activities, discussion or pair-work are challenging and hugely motivating, and a focus on phraseology makes the language natural and authentic.

All in all, the above-mentioned activities help to overcome some linguistic challenges caused by studying idiomatic expressions, proverbs and sayings, and give a perfect example of how culture infuses a language.

REFERENCES

1. Hoey, M. (2005). *Lexical priming*. New York, NY: Routledge page 185
2. Romer, U. (2009). *The inseparability of lexis and grammar*. *Annual Review of Cognitive Linguistics*. Page 144-162
3. Kunin, A.V. (2005) *A course on modern English phraseology*. Dubna: Dubna: Izd. centr «Feniks», 2005. 488 s.
4. Zerkina, N.N.(2011) *Explicit and implicit representation of the concept WHITE in English*. In *Cognitive studies of the language. Issue VIII. Problems of linguistic consciousness: Moscow: Linguistics Institute of the Russian Academy of Sciences; p.405-406*
5. Fernández Prieto, M. J. (2004). *La enseñanza de fraseología. Evaluación de recursos y propuestas didácticas*. Centro Virtual Cervantes, Actas XV, 349–356.
6. Hill, J (2001). *Revising priorities: from grammatical failure to collocational success*. In M. Lewis (Ed.) *Teaching Collocation. Further Developments in the Lexical Approach* (pp. 47-49). Teacher Training
7. Wu, Su-Yueh 2008. "Effective Activities for Teaching English Idioms for EFL Learners." In *The Internet TESL Journal*, Vol. XIV, № 3, March. http://iteslj.org/Techniques/Wu_TeachingIdioms.html.
8. <https://www.fluentu.com/blog/educator-english/teach-english-idioms/p.13>
9. Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/money%20talks>. Accessed 22 Feb. 2020.
10. Helgesen, M. 2007. *Practical English Language Teaching: Listening*. New York. Page -116
11. Sherman, J. 2008. *Using Authentic Video in the Language Classroom*. Cambridge. Page -105
12. Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge. Cambridge University Press.2
13. Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Heinle & Heinle Publishers, 20 Park Plaza, Boston, MA 02116. 139
14. Richards, J. C. (2001). *The role of textbooks in a language program*. Retrieved November, 12(2), 2008. (http://www.finchpark.com/courses/ikt/Unit_23/role-of-textbooks.pdf)251