



# STUDY ON THE NATIONAL-CULTURAL SEMANTICS OF PHRASEOLOGICAL UNITS AND THEIR ROLE IN THE DEVELOPMENT OF THE SPEECH CULTURE OF STUDENTS

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## ABSTRACT

*This article discusses the national-cultural semantics of phraseological units and their role in enhancing the speech culture of students.*

**KEYWORDS:** *phraseology, linguistic local lore, national-cultural semantics, originality, national identity, realities, non-equivalent vocabulary.*

## DISCUSSION

The improvement of a speech culture is rather impossible without the study of phraseology, the knowledge of which develops the ability to express one's thoughts most vividly and figuratively. A general specificity of phraseological units is, first of all, figurative meaning. Phraseological units contain an internal image, the identification of which is the main condition for understanding the figurative meaning of phraseological units.

According to E.M.Vereshchagin and V.G.Kostomarov "The national originality of the verbalization of extra-linguistic reality, or national-cultural semantics is inherent in absolutely all language units' revolutions" [1,59].

In the below, we are going to show that phraseological units are not devoid of national and cultural semantics, they play a large role in the development of the speech culture of students.

The radical shifts that have taken place in the socio-political, economic and cultural life have led to a serious renewal of the lexical system of the Uzbek language, including the phraseological one. This update of the modern vocabulary system is particularly striking:

- In the appearance in the active vocabulary of new phraseological phrases;

- In securing new meanings for a number of phraseological units;
- In the withdrawal of some obsolete phraseological units into a passive vocabulary;
- In the loss of certain phraseological units of some old meanings;
- In expanding the composition of the national and interstyle, i.e. common phraseology due to separate, previously stylistically limited phraseological turns.

In linguistic and cultural studies, the problems of selection and graduation of educational material are solved. Following this provision, we have also done a certain step-by-step research work. First, phraseological units endowed with national-cultural semantics are selected from the general lexical stock. In this case, the phonetic or grammatical structure is investigated in order to identify information about the culture of potential carriers. In the process of grading the selected material, of course, the general language capabilities of students, their age and psychological characteristics are taken into account.

The next stages of the description of phraseological units from the point of view of linguistic and regional studies are: discussion of the phraseological unit from the point of view of its connection with the national culture of the people,



i.e. as a bearer of culture. Further, the studied phraseological units are characterized as sources of national and cultural information. It is also necessary to show the linguistic and cultural orientation of phraseological units: identifying the national-cultural semantics of phraseological units and their features, analyzing background phraseological units as sources of national-cultural information. We believe that before considering phraseological units from a linguistic and cultural point of view, it is important to make a short historical excursion.

For the first time, the term “phraseology” was introduced by Charles Bally. However, this term has not yet acquired citizenship rights in the writings of Western European and American linguists. It is important to note that Ch. Bally included phraseology in the stylistics [2, 102].

The question on phraseology as a linguistic discipline was first put forward by the outstanding linguist Professor E.D. Polivanov. He argued that “vocabulary studies the individual lexical meanings of words, morphology - the formal meanings of words, syntax - the formal meanings of phrases. And now there is a need for a special department that would be commensurate with the syntax” [3,25]. At the same time, the scientist had in mind not general types, but “the individual meanings of these individual word combinations, just as vocabulary deals with the individual (lexical) meanings of individual words.” E.D. Polivanov believed that phraseology “will take an isolated and stable position in the linguistic literature of the future, when in the consistent formulation of various problems, our science will be devoid of random gaps” [3,73].

V.V. Vinogradov was of the same opinion. In his scientific works on phraseology, V.V. Vinogradov formulated his doctrine of phraseological units in the Russian language and distributed them into semantic groups. This was a step forward for this time and contributed to the emergence of many works on the synonymy of phraseology of different languages.

The accumulation of systematized facts is one of the prerequisites for the creation of phraseology as a linguistic discipline. It is important to emphasize here that even after the publication of V.V. Vinogradov's works, phraseology did not become a linguistic discipline and did not go beyond one of the sections of lexicology. Despite the great importance of V.V. Vinogradov's work, the basic concepts of phraseology as a linguistic discipline were not developed by him. These include: the method of studying the synonymy of phraseological units, their stability and systemic nature. However, according to the correct remark of N.N. Amosova, “The concept of Academician VV Vinogradov is a special stage in the development of the theory of “indecomposable combinations”, higher than what was done in Russian linguistics before him” [4,141].

Phraseology was included in lexicology as one of its sections. However, many linguists have come to believe that phraseology is an independent linguistic discipline. It must be emphasized that many linguists did not support this point of view. Even such an outstanding linguist as A.I.Smirnitsky did not unconditionally support phraseology as a linguistic unit. “And although the study of phraseological compatibility is a special science - phraseology, which is a section of lexicology, phraseological compatibility must be taken into account when studying the syntactic structure of the language” [5, 36].

Many interesting thoughts are contained in V.L. Arkhangelsky's book “Stable Phrases in Modern Russian Language”, in which he notes that the following properties are a manifestation of the systemic character of phraseology: the traditional character of the system, the plurality of phraseological units, an organized set of constant combinations of verbal laws, etc.

Indeed, phraseology is the most lively, vivid and original part of the vocabulary of any language. The overwhelming majority of phraseology (for example, Uzbek and Russian) belongs to different functional styles and has an expressive coloring. Even stylistically neutral phraseological units are distinguished by their national originality and can acquire expressive meaning in context.

But still, the turning point, as already mentioned above, in the study of the phraseology of various languages was the well-known works of Academician V.V.Vinogradov. As you know, stable expressions with national and cultural semantics are also observed, i.e. linguistic and cultural phraseology. It also studies the semantic, structural-grammatical, expressive-stylistic properties of phraseological phrases, the peculiarities of their use, their classification is carried out, the sources and ways of replenishing the phraseological fund of the language are considered. The tasks of historical phraseology include the study of their origin, as well as the study of various changes in semantics, structure, lexical composition, stylistic properties of phraseological phrases. All this allows us to say that a rich palette of phraseological units helps to improve the speech culture of students and is of an educational nature.

The term phraseology is used not only as a name for a scientific discipline. It also denotes:

A set (system) of phraseological turns of a language (compare: phraseology of the Russian language, phraseology of the Uzbek language);

A set (system) of phraseological turns of a work or all works of a writer (phraseology of the novel "War and Peace", phraseology of Muhammad Yusuf, etc.);

A set of meaningless phrases in colloquial everyday speech. In this regard, it can be argued that



phraseological units contain a national-cultural component in their semantics.

A review of scientific literature on the topic of research and a comparison of phraseological turns in the Uzbek and Russian languages showed: the variety of types of turns of speech, the phraseological status of which is still controversial and not fully resolved. When determining the composition of Russian phraseology, disputes often arise.

The names of realities are both single words, that is, one-word nominative units, and combinations of two or more words, that is, several-word nominative units, for example:

Oq oltin-white gold - cotton, pashshadan fil yasama - do not make an elephant out of a fly, oyoqqa turgizdi - put on his feet - "cure, relieve, from illness", "grow, educate, bring to independence, boshin yuqotdi - lost his head, boshi osmonga yetdi - in the meaning of the concept of "joy", etc. Phraseological units are generally accepted designations of realities, transmitted by native speakers from generation to generation, stored in memory in a finished form.

The phraseology and vocabulary captures the rich historical experience of the people, they reflect all of their life problems, ideas related to work, craft, everyday life and culture of people, joys and sorrows, victories and defeats, rituals and habits, dreams, hopes and much more.

Phraseology is a universal phenomenon inherent in all languages of the world. There are many works devoted to the study of not only national, but international general linguistic properties of phraseology, in which the qualities of phraseology of any language as its immanent composition are considered. Since the concept of "phraseological unit" is ambiguously defined in the modern theory of phraseology, we used for research only the linguistic material whose belonging to phraseological expressions is recognized by linguists of all schools and directions. The phraseological image most often retains the national specificity of phraseological units, since it very often relies on realities known only to one people. It is very difficult for a representative of another nation who does not have background knowledge to guess the meaning of a phraseological unit.

Of course, the national-cultural semantics should be sought mainly in words, phraseological units and aphorisms. In the Russian language, there are various types of turns of speech, the phraseological status of which is still controversial and not fully resolved. When determining the composition of Russian phraseology, disputes often arise.

This is the general system of questions that reveal the essence of the problem posed by us. Of course, certain aspects of the material presented may seem controversial, which, in our opinion, stimulates

further discussion. An attempt to resolve issues requires the involvement of all interested parties in the research orbit, including linguists, social scientists, teachers, scientists from various spheres of public life.

Not all issues related to background phraseology are reflected in it. In the practice of teaching the Russian language to students of professional colleges, lyceums and schools, different phraseological phrases are used. We believe that in the educational process it is important to follow a certain system of working with phraseological units and show their role in communication.

In this regard, we can draw the appropriate conclusions: the national-cultural semantics should be sought mainly in words, phraseological units and aphorisms. Thus, it is important, in our opinion, to widely use the phraseological fund of languages in the lessons (classes) of the Uzbek and Russian languages in order to develop the speech culture of students, as well as to familiarize students with the realities of the country of the language being studied.

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