

**THE ROLE OF STUDYING PHRASEOLOGICAL UNITS IN ENRICHING  
VOCABULARY**

**Narkuzieva Gulnora Ziyadullaevna**

Lecturer at the Interfaculty Department of the Russian Language, Faculty of Humanities, Chirchik State  
Pedagogical Institute of the Tashkent region

---

**ANNOTATION**

The article is devoted to the enrichment of vocabulary by studying phraseological units. Some types of tasks and exercises that contribute to the effective enrichment of vocabulary are considered. The etymology of phraseological units is especially noted, which stimulates cognition and broadens one's horizons.

**Keywords:** *enrichment of vocabulary, lexicon, phraseological units, expressive coloring, integral lexical units, phraseological adhesions, free combination of words, etymology.*

A rich vocabulary, developed speech testifies to a high culture of a person, the development of his thinking and intelligence. Vocabulary (lexicon) is a set of words that a person understands and uses in his speech. A large vocabulary will allow you to fully understand what you read. Understanding the meaning of each word in the text contributes to understanding the meaning of the sentence and the entire text. The teacher should teach students to use various vocabularies and show how to work with context when determining the meaning of a word. In the enrichment of vocabulary, phraseology plays a significant role. The study of phrase logical turns not only contributes to the expansion of vocabulary, the development of speech, but also activates the cognitive activity of students.

Phrase logical units (phrase logical units, phrase logical turns, presumes, etc.) are stable combinations of words that are constant in meaning, composition and structure, reproduced in speech as ready-made and integral lexical units. Phraseologisms can combine the signs of a word and a phrase. In form, such phrase logical units are phrases: white crow, soul to soul, to soar in the clouds, headlong, or sentences: with a pitchfork on the water it is written, you can't see a zip, the cat wept. (1, p. 54.)

A significant part of phrase logical units refers to the colloquial style, often has a pronounced expressive coloring, for example: give a runaway (run away), take out to clean water (expose), a shot sparrow (a seasoned person), bite your tongue (shut up).

Phrase logical turns are stable combinations of words, therefore, an arbitrary change in their properties, replacement of some words with others violates the integrity of phrase logical units, leads to speech errors, for example: "Postpone the matter in a long box" (follows: in a long box), "kill the worm" (it is necessary: to kill the worm), etc. (2, p. 49)

V.V.Vinogradov identified three main types of phrase logical units, which were called "splicing phrase logical unit", "unity phrase logical unit", "combination phrase logical unit".

**Phrase logical adhesions** are absolutely indivisible phrases, "the meaning of which is completely independent of their lexical composition, of the meaning of their components, and is just as conditional and arbitrary as the meaning of an unmotivated word. Sign". For example, I ate a dog, sharpen fritters and beat thumbs and the like.

**Phrase logical unity** - word combinations in which "the meaning of the whole is associated with the understanding within the figurative core of the phrase, the potential meaning of words". For example, "hold a stone in your bosom, wash dirty linen in public, a shot sparrow" and the like.

**Phrase logical combinations** - V.V.Vinogradov named phrases "formed by the realization of non-free meanings of words". He noted that most of the meanings of words are limited in their connections by intra-

semantic relations of the language system itself. These lexical meanings can manifest themselves only in connection with a strictly defined range of concepts and their verbal designations. For example, you can say “fear takes”, “longing takes”, but you cannot say: “joy takes”, “pleasure takes” and the like.

To develop students “and students” interest in phrase logical units in their speech, the following tasks and exercises can be used:

**Assignment:** Find phrase logical units in the text, replace them (where possible) with ordinary words or phrases.

A friend of mine. My friend Sasha lives a stone's throw from my house. We are with him - do not spill water! Sasha has golden hands - he can make a birdhouse himself and fix a broken toy. And our teacher says that Sasha has a bright head, because my friend is a student of one grade! Sasha never closes his eyes to someone else's misfortune, with all his heart he tries to help in difficult times. How good that I have such a friend!

**Purpose:** to distinguish phrase logical units from free combinations, as well as to clarify the meaning of phrase logical units. When performing this exercise, students identify phrase logical units: two steps away, do not spill water, golden hands and a bright head, does not close his eyes to someone else's misfortune.

Further, the definition of their meaning and the selection of synonyms are organized. two steps away – “very close” do not spill water – “amicably” golden hands – “does everything well” bright head – “smart” doesn't turn a blind eye to someone else's trouble – “always ready to help”.

**Assignment:** Underline one of the phrases, which is a phrase logical unit.

- wolfish appetite, wolfish tail; - get into a boat, sit in a puddle; - hang your head, hang your coat;
- wind on a mustache, wind on a ball; - will not offend a fly, an elephant will not offend; - not at ease, not in your fur coat; - lick your fingers, lick a spoon; - seven Fridays in the week, seven Saturdays in the week; - there is nowhere for an apple to fall, there is nowhere for a pear to fall; - bread and salt, tea and sugar.

**Purpose:** to distinguish phraseological units from free combinations. When performing this exercise, students distinguish phraseological units: wolfish appetite, sit in a puddle, hang your head, shake your head, will not hurt a fly, not at ease, lick your fingers, seven Fridays a week, there is nowhere to fall for an apple, bread and salt.

**Assignment:** Replace phrases with stable expressions. being lazy \_\_\_\_\_ very similar \_\_\_\_\_ very quickly \_\_\_\_\_ speaking indistinctly \_\_\_\_\_ deceiving \_\_\_\_\_

**Purpose:** to correctly replace phrases with phraseological units.

**Assignment:** Replace fixed expressions with your own words. With a gulkin's nose \_\_\_\_\_ water in my mouth I scored \_\_\_\_\_ nibbling \_\_\_\_\_ in all shoulder blades \_\_\_\_\_ not in the eyebrow, but in the eye \_\_\_\_\_

**Purpose:** to correctly determine the meaning of phraseological units.

Exercises: "Who knows more phraseological units-synonyms?"

- 1) Free yourself - break the chains, straighten your back, throw off the yoke, breathe deeply. 2) To fantasize - to soar in the clouds, build castles in the air, look for a zarpbird. 3) Sit back - .... 4) Think - .... 5) A lot - ...; little - .... 6) Fast - ...; slowly - .... 7) Help - ...; interfere - .... 8) Disappear - ...; deceive - .... 9) Make a mistake - ...; expose - ....

*"A chain of phraseological units"*

The first student writes down his phraseological unit on the board and indicates the meaning next to it; then the second student performs the same operation, then the third student, and so on. In this case, each next phraseological unit must begin with the letter that ends the previous one:

- 2) Archimedes lever (motive power);
- 3) chase the bumper (mess around);
- 4) bone of contention (...);
- 5) alpha and omega (...);
- 6) Ariadne's thread (...);
- 7) crush water in a mortar (...);
- 8) kill two birds with one stone (...);
- 9) lead by the nose (...);
- 10) burn ships (...);

Enrichment of vocabulary by studying phraseological units is a means of increasing the general and speech culture of moral, aesthetic education of students. In the process of studying phraseological units, it is more effective to use interesting methods, not limited to just explaining their meaning. Often we use one or another phraseological unit in speech, but often we cannot explain their meaning, and even more so the history of their origin.

**For example:**

**Bring to white heat.**

In order to make something out of metal, the blacksmith had to heat it in a furnace. First, the metal turns red, then with increasing temperature it acquires a yellow-orange color, and finally it becomes white. That is, "white heat" is the highest degree of heating when the metal becomes liquid.

**Meaning:** *lead to a state of extreme irritation, when a person sometimes does not control himself.*

***In the bag***

In ancient times, mail was transported by messengers, and robbers raged on the roads. To carry a letter or "case", as it was then called, to its destination, it was often sewn into the lining of a hat. The phrase "it's in the bag" meant that the letter was delivered safely.

**Meaning:** *everything is in order, about the successful completion of the case.*

Etymology is not only an incredibly exciting science, but also rewarding. Origin affects both spelling and correct usage in speech. It is worth saying that there is not always an unambiguous explanation for the occurrence of a word or expression, therefore there are academic dictionaries.

**"Pull the gimp"**

You, of course, have heard this expression, and, perhaps, used it in your own speech with the meaning - "to hesitate, to do something for a very long time."

Have you ever thought about what a gimp is and why it should be pulled?

In the old days, copper, silver and gold threads for church vestments and officer's epaulettes, as well as for embroidery on velvet, were made by hand. The craftsmen heated the metal to white heat and carefully pulled out a thin wire with pliers, which was called a gimp.

**"Scapegoat"**

The Bible tells us that the ancient Jews had a special kind of ritual. On the day of absolution, the high priest laid both hands on the head of a living goat. It was a sign of the laying on of all the sins of the people on the goat. The goat cursed in this way was driven into the desert. It is quite understandable that the scapegoat is a person who is blamed for others. (3, p. 91-94.)

**LIST OF REFERENCES**

1. Краткий справочник по современному русскому языку/Л.Л. Касаткина, Е.В. Клобуков, П.А. Лекант; Под ред. ПА Леканта. - М.: Высш. шк., 1991. - 383 с.
2. В.Ф. Греков, В.В. 2.Чижов Пособие для занятий по русскому языку в старших классах/М.: ООО «Издательство Оникс»: ООО «Издательство. «Мир»
3. Лебедев Н.М. Обобщающие таблицы и упражнения по русскому языку/Книга для учителя. — М.: Просвещение, 1991. — 144 с
4. Виноградов, В.В. Лексикология и лексикография / В.В. Виноградов // Избранные труды. – М, 1977.
5. Шанский, Н.М. Современный русский язык: Лексика / Н.М. Шанский. – М., 1977

