

Individuality in Using and Teaching English Idioms

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ABSTRACT

The article is devoted to the uniqueness in use and teaching English idioms. Idiomatic expressions in English have their own specifics of use in certain contexts. Any idiom occupies an important place in the lexical composition of the language, with an emphasis on its originality. The use of idioms helps to diversify the speech, give it brightness and expressiveness.

Most European languages have gone through a difficult path in the formation of their grammatical and lexical composition, and the English language is no exception. Over its thousand-year history, it has accumulated a huge layer of words and expressions, without which it is difficult to imagine the modern English language today. And idioms are far from the last place in the vocabulary of the English language, giving it a characteristic feature that distinguishes it from other European languages and represents a unique picture of the world that reflects the mentality of this people. Any language, including English, is not just a set of grammatical, lexical and phonetic rules, but also a living organism, and the use of idiomatic expressions significantly enriches speech, brings a peculiar color and content to it, reveals the peculiarities of the mentality of native speakers, their culture and traditions.

Presentation of the main material of the article. Let's now consider what an idiom is. The word "idiom" is of Greek origin (from the Greek "*idios*" - "own", "peculiar") and denotes a stable expression inherent only in a particular language and culture, moreover, with a literal translation of the individual components of the idiom the meaning is either distorted or lost entirely. The term "idioms" itself was first introduced by the English linguist L.P. Smith, he noted that the word idiom is used in English to refer to the French term *idiotisme*, namely to denote the grammatical structure of combinations characteristic of the English language, although very often the meanings of these combinations cannot be explained from a grammatical and lexical point of view [1].

Although the term "idiom" is one of the traditional concepts in domestic and foreign linguistics, there are some differences in the interpretation of the terms "idiom", "proper idiom", "phraseological unit", "phraseological units" in works of domestic and foreign scientists [4].

A.N. Baranov and D.O. Dobrovolskiy define idioms as "super verbal formations, which are characterized by a high degree of idiomaticity and stability" [3]. According to the definition of

N.N. Abdullayeva, an idiom is a unit of context in which the demonstrative minimum and the semantically realizable element constitute an identity and both are represented by the common lexical composition of the phrase. [1] A.V. Kunin considers idioms as "stable combinations of lexemes with a completely or partially reinterpreted meaning, with a high proportion of the connotative aspect, that is, its expressive-evaluative, emotive, figurative and other components"[6]. In the dictionary of linguistic terms O.S. Akhmedov "the idiom itself is a phraseological unit with pronounced stylistic features, due to which its use introduces an element of play, joke, deliberateness into speech" [2]. L.A. Chinenova considers idioms as "a kind of separately designed semantically global units in which the meaning of the whole cannot be derived from the sum of the values of the constituent components"[5].

Despite the differences in the definition of the concept of "idiom", nevertheless, it should be noted that the meaning of the interpretation of this term still remains to some extent the same. Summing up all the definitions of this term, we can conclude that an idiom is a stable phrase inherent in a particular language, giving it special expressiveness, figurativeness and vivid stylistic coloring and excluding literal translation of its individual components.

Idioms can be found in various genres of speech: from colloquial speech to the language of business communication. A much more frequent use of idioms can be observed in works of fiction, however, as well as in the colloquial speech of highly intelligent educated representatives of English society.

It should be noted that the active use of idioms by the authors of artistic prose, in addition to other stylistic devices, is explained by the intention to give their work a special emotional coloring, expressiveness and color. Idioms can often be found not only in works of art, but also in introductions, prefaces, introductory words to draw readers' attention to the content of the work. Most of the early English idioms, which have become native English phrases, firmly entrenched in colloquial speech and created by unknown authors, do not have corresponding analogues in other European languages, including Russian. Some modern idioms are created by the authors of the scientific, business genre and the field of journalism. For example, the comparison "green like a Cheshire cat" - smirk, (the smile of the Cheshire cat, which has become famous all over the world) and the expression "jam tomorrow" (wait for the promised three years) were created by the famous English writer Lewis Carroll in the book "Alice in the Wonderland": "*The rule is, jam tomorrow and jam yesterday - but never jam today*".

You can also give examples of some idioms from American fiction created by American writers, in particular, F.K. Cooper "The last of the Mohicans" (Mohicans are an extinct tribe of North American Indians). Due to the huge popularity of Cooper's novels, several idioms and phraseological units related to the life and life of the Indians have entered the English language, for example, "bury the hatchet" (the custom of the Indians at the conclusion of peace), means: stop hostilities and conclude a truce. However, idioms can be found not only in fiction. For example, in the scientific texts of the English economists M. Dobb and J. M. Kane, 21 idioms are recorded per 100 pages of the entire text, and each author has it. Nevertheless, it should be noted that idioms are used less frequently in written business and scientific speech than in oral speech, when communicating, where there are much more opportunities to use one or another idiom.

As mentioned earlier, idioms are used in almost any genre of speech. In scientific texts, the author uses stylistic devices, in particular idioms, to give importance and significance to the subject of his research, in the textbook texts they mainly use common idioms in order to facilitate the process of memorization and assimilation of the material, in advertising texts idioms already function as a slogan, and as for fiction, here the author is provided with a huge supply of stylistic means, including idioms for creating vivid, expressive images of characters and a lively narration.

According to Sharipova A.N., the idiom is specific, often polysemantic, individual, belongs only to a given language, sometimes illogical, but expressive [4]. The outstanding English philologist F. R. Palmer singles out idioms proper, partial idioms and collocations. The idiom, according to Palmer, is "a sequence of words whose meaning cannot be predicted from the meanings of the words themselves" (*kick the bucket, fly off the handle, spill the beans*), a semantically global unit, but not a single grammatical one. According to Palmer, the use of certain idioms has certain grammatical and syntactical restrictions. Speaking about grammatical restrictions, he draws attention to those idioms in which the verb can be put in the past tense, for example: *spill the beans-spilled the beans, and the number of the noun, say, kick the bucket can no longer be changed* [6].

One example of a syntactic constraint is that some idioms can only occur in the active form, for example, the beans have been spilled is possible, but the bucket is kicked is incorrect. Such restrictions are best manifested in large contexts, such as texts or single sentences. For example: *Tom is browned off with his job* (browned off - fried; to be browned off - feel bored, despondent); or: *If we go round the back, that will fox them* (here the word "fox", which is translated into Uzbek as "fox", as a verb has the meaning "cunning, deceiving, confusing"; among many peoples, the fox is considered a cunning, cautious and resourceful animal, able to deceive anyone and confuse). The English language has a very large number of idioms, which continues to be constantly replenished. Of course, it is difficult to meet a language in which there would be no idioms, phraseological units, proverbs, sayings in general, but it is thanks to them that we have an excellent opportunity to know the culture, traditions, mentality and characteristic feature of a certain people. When using certain idioms, the correct choice of the appropriate context and situation is very important. This is especially important for good translators when conveying the meaning of the translated text, which can either consist of a simple set of ordinary words or is saturated with idiomatic expressions in order to give brightness, expressiveness and liveliness to their statement.

Although the presence of a huge number of idiomatic expressions scares off beginners to learn English a little and you can even notice attempts to intentionally avoid using them, nevertheless, it is necessary to convince them that without idioms they will not be able to holistically perceive the picture of the world of native speakers of this language, get closer to their worldview and mentality. Therefore, learning idioms should start from commonly used ones, gradually moving to more complex and relatively recent expressions. Also, in order to increase the motivation for learning English idioms among students, you can turn to some interesting facts about the history of the origin of certain idioms, introduce an element of the game when students learn new idiomatic expressions with pleasure and interest. Many authors have developed this problem, such as K.S. Yuldoshev, M.M. Sattorova and others [7]. Now consider the origin, interpretation and examples of some commonly used English idioms.

Break the ice (literally - to break the ice). In Uzbek, it sounds the same, but it means to eliminate misunderstanding, tension in relations, to resolve the conflict. The origin story is as follows. In those days when road and rail transport was not developed, the only way to transport goods over a long distance was by ship. During the winter, ships got stuck en route due to ice, so the recipient countries sent small icebreakers to break the ice so that the ship could reach its destination on time. This, of course, contributed to the development and maintenance of good relations between territories and countries. For example, *"It's worth congratulating him on his birthday for breaking the ice"*.

Butter someone up (literally - to lubricate someone). This expression means "to suck up, to butter up, to smooth over). The origin story reminds us of one of the traditions of ancient India, when devout people threw oil balls at totems so that they would forgive them for their sins and have mercy. For example, *I am still angry. "Don't even try to butter me up!"*.

Cat got your tongue? (literally - the cat swallowed your tongue?). In the Uzbek language there is an analogue - "Did you swallow your tongue?" This applies to addressing a person who is silent or does not know what to answer. There are two versions of the origin of this idiom. According to the first version, many years ago in the royal navy, the guilty were punished with whips, which were called "cats". They were whipped so hard that after such punishment they could not utter a word for a long time. According to the second version, in ancient Egypt, the tongues of liars were cut off and thrown to cats. For example, «*Why don't you answer me? Cat got your tongue?*».

Barking up the wrong tree (literally, barking at the wrong tree). This idiom means to make mistakes, to follow the wrong trail. The origin is based on the situation on the hunt, when a hunting dog, pursuing prey, drives it into a tree. The dog barks, and in the meantime, the victim has already managed to slip away. For example, «*You are barking up the wrong tree. It's not my fault at all!*».

Give a cold shoulder (literally - to give a cold shoulder). The meaning is to be unfriendly or rude. In medieval England, an interesting way was common to hint to a guest that it was time for him to go home. He was served cold meat from the shoulder of an animal. It was a polite way of hinting that it was time for him to go home. For example, "*I suppose my friend was upset and he gave me a cold shoulder when I came*".

Idioms are successfully used for teaching English for business, for example, when studying the topic "Culture". Russian businessmen travel all over the world and work, including in British, American and other companies where the main language is English. That is why they especially need to master idioms. They bring ease and humor to any conversation with native speakers, which has a positive effect on the business atmosphere in the offices of foreign companies and, of course, on collaboration. In educational institutions of higher education, they can be used in classes with masters and graduate students, as well as in the senior classes of specialized English and general education schools and at universities. For example,

- ✓ *to be thrown in at the deep end* - to face a difficult task without preparation;
- ✓ *to break the ice* - literally melt the ice, i.e. reduce tension during the first communication with an unfamiliar employee or foreign colleague;
- ✓ *to get on like a horse on fire* - quickly make friends with someone, establish good relations;
- ✓ *to see eye to eye* - to be of the same opinion about something;
- ✓ *to be a real eye-opener* - to be a real discovery (to learn something new that I didn't know about before);
- ✓ *to get into hot water* - bring trouble and many others.

As for exercises on idioms, substitution exercises are advisable, where you need to insert words from the elements of idioms from the frames into the desired sentence by meaning or exercises to combine English idioms with their meaning, and also give the task to identify idioms with positive and negative meanings. Very useful are exercises for explaining idioms using the vocabulary available to students, commenting on them and discussing life situations using them. *Good for pair work or small group work* [2].

Thus, the introduction and explanation of new idioms takes place in the classroom in different ways. With their help, students are invited to the discussion. Some expressions are remembered more easily and faster than others. Sometimes a literal translation or conjecture contributes to this, but not always. You can start classes with them, introduce them before doing exercises (for example, substitutions) and sometimes they are better to end the lesson. Ask students to discuss the meaning of the idiom among themselves, invite them to come up with situations with their use, make up short dialogues, and also include idioms in homework [5].

In this work, we briefly summarize and analyze information about some English idioms that are used in various aspects of oral speech - in various types of fiction, in scientific and financial fields, in business and everyday communication. In addition, the article gives advice on how to better recognize, understand and translate English idioms into Uzbek, taking into account their features. Indeed, they consist of different elements, the translation of which literally turns out to be nonsense, although they also have a literal translation, which is also sometimes important for their understanding. When translating, it is important to capture the general meaning of idioms and look for correspondences in the Uzbek language, although this is not so simple, this requires certain skills that teachers and teachers should develop in the classroom. It is especially important to know idioms for those students who want to master and successfully apply them in practice in colloquial speech, because they enliven it, enrich it and bring it closer to the speech of native speakers.

It should be noted that our analysis of the use and teaching of English idioms is aimed at solving practical goals and objectives in the process of teaching oral speech. Based on the foregoing, you can choose the appropriate way to teach idioms and select the appropriate exercises for their consolidation, memorization and subsequent successful use.

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