



CONCEPT AND CLASSIFICATION OF ENGLISH PHRASEOLOGISMS AND THEIR SYNONYMS IN RUSSIAN

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Annotation

The article is devoted to the definition of the national specifics of Russian and English phraseological units, their similarities and differences. The study was carried out within the framework of the comparative-parametric method using a number of formalized parameters.

Keywords: idioms, phraseology, semantic feature, comparative-parametric method, index, scale.

Introduction

When you start learning English, you will be introduced to a new national culture. Its features are very clearly manifested in linguistic phraseological units. Phraseological units are stable combinations of words, and the meaning of a phraseological unit does not consist of the meanings of the words included in it.

Phraseological units include phrases of the following types: idioms, collocations, proverbs, sayings, grammatical phraseological units, phraseological schemes. The world of English phraseology is large and diverse. Every aspect of his research certainly deserves the attention it deserves.

Classification of phraseological units:

1. Structural classification

a) Substantive phraseological units

Phraseologisms, functionally correlated with a noun, are considered to be substantive. That is, the core component of substantive phraseological units is a noun. For example: a drop in the bucket; Box and Cox (alternating); wind bag (philosopher) etc.

b) Verb phraseological units

Phraseologisms that can be functionally correlated with a verb should be considered verbal. That is, the core component of such phraseological units is the verb. For example: to play it cool (behave calmly, coolly); to talk big (boast); to break a bubble (show the true face); to be in the pot (drunk);

c) Adjective phraseological units

Adjective should be considered phraseological units that are functionally correlated with adjectives, that is, their core component is the adjective. The share of the studied adjective phraseological units in the total volume is very insignificant.

Phraseologisms with sentence structure within the English dialect there are phraseological units that are fundamentally related to the sentence. Ordinary are those phraseological units built agreeing to the structure of a basic sentence and having components that are related as subject and predicate. For



illustration: he has no guts (he may be a useless individual, he is useless); you said it (I completely concur with you); you're telling me (you're telling me! I don't know!); It never downpours but pours (Inconvenience does not come alone); wipe it off (halt giggling, sufficient jokes); never say pass on (don't hang your nose); sink or swim (everything is at stake, there's no choice), etc. English aphorisms and proverbs have a place to this subgroup of phraseological units.

2. Semantic classification

a) Phraseological combinations

These are stable combinations, in which each of the components, while remaining non-free, retains some semantic independence. The meaning of the entire phraseological unit is made up directly of the meanings of each words that make up it. The semantics of phraseological combinations is straightforward and clear. For example: to make friends (to be friends with whom); a bosom friend to have nothing to do with (without communication with anyone); know-it-all (know-it-all); to take part in (to participate in what), Adam's apple (apple of first man), rack one's brains (to break a head, think hard, remember), etc.

b) Phraseological units

This type of phraseology differs from the previous type of semantic expression. Phraseological units are stable word combinations in which the meaning of integers is motivated and derived from the meaning of individual components. The individual words that make up it are semantically independent, and the meaning of each of the components is subordinated to the unity of the general figurative meaning of the entire phraseological expression as a whole. The semantics of all this phraseology consists of reinterpretations of individual words in it. The basis of understanding the connotative meanings of these phraseological units lies on the metaphor. For example: No sweat (without spending effort); to burn the midnight oil (to work until late at night); to get high hat (to put on airs); to dance to another tune (to switch to new methods); to burn bridges (go ahead no matter what happen); penny wise and pound foolish (to be smart on a small thing and stupid on a big thing); to have other fish to fry (to have more important things), etc. clear and understandable at a glance.

c) Phraseologisms that are functionally related to a noun are considered to be substantive.

That is, the core component of substantive phraseological units is a noun. For example: a drop in the bucket; Box and Cox (alternating); wind bag (philosopher); battle-ax, etc.

At the present stage of the development of linguistics, research is of particular importance, the purpose of which is to identify the national specifics of individual parts of the language system. In the framework of the comparative-parametric method, an attempt was made to determine and describe the national specifics of phraseological units in Russian and English. To identify the nature of national-specific differences in the studied phraseological units, we used the following formalized parameters:

- The number of phraseological units developed by the lexemes of the study group in one language to the number of phraseological units created by the lexemes of the study group in the matching language;



- The productive index of the number of derived semantic units motivated by this semantic feature to the total number of phraseological units formed from the lexeme in question.
- The quantity of derived semantic units motivated by this semantic feature to the total number of derived lexemes of the group of phraseological units.

Main part

In the course of studying the literature on phraseological units, we found out that there are phraseological units that have the same meaning and are literally translated from Russian into English. However, there are also such phraseological units that are not translated from English into Russian verbatim, but at the same time it is not difficult to draw a parallel and find a corresponding analogue in Russian.

Russian reciprocals regularly don't totally coincide with their English equivalent words, since when deciphering from one dialect to another, an alter in symbolism regularly happens, an engrave of a certain culture and idiosyncrasies of mindset and dialect is forced. Of course, there are idioms that you just need to remember, for example, it rains cats and dogs (literally: "дождь льёт кошками и собаками") means "pouring like a bucket"; couch potato - bum; and piece of cake (literally: "кусок торта") - "a couple of trifles"; sometimes in films you can hear: "Break a leg!" - someone advises the hero to "break his leg", in fact this is a wish of luck: no fluff, no feather!

Most of the idioms in languages were formed from the literary works of authors who wanted to use them to give a special feature to their text.

For example, in the fable "Musicians" first appeared phraseological unit - "Who is in the forest, who for firewood". This phraseological unit denotes a situation in which people, without agreeing with each other, are taken for different things, as a result they are all confused. Numerous phraseological units entered the English dialect much obliged to Shakespeare. A case of one of the foremost celebrated phraseological units is taken from the catastrophe "Othello": "Green-eyed beast" (book) - "beast with green eyes", envy; "Purchase brilliant conclusions" - to win a favorable, complimenting supposition approximately yourself, to stimulate deference or regard. In expansion to Shakespeare, numerous other brilliant journalists have improved the English dialect and, in specific, its diction. There are also examples when individual works of world literature served as the basis for the creation of phraseological units both in Russian and in English. Usually, such phraseological units are almost identical in both languages, as translators strive for the closest possible approximation to the original. For instance: «сражаться с ветряными мельницами» — «tilt at windmills» — «донкихотствовать»; «быть или не быть» — «to be or not to be»; «vanity fair» — «ярмарка тщеславия»; «a skeleton in the closet» — «скелет в шкафу». Each of these idioms was subsequently firmly entrenched in the vocabulary of the language and is used by its native speakers.

Research

As part of our research work, a written survey of 60 10th grade students was conducted on the use and understanding of Russian phraseological units and English idioms. During the survey, a number of questions and tasks were proposed. In the course of studying the material on phraseological units, I became interested in whether my peers knew the meaning of phraseological units, and whether they use stable combinations of words in their speech. The results of the survey of students showed that all



participants in the survey know what phraseological units are. In addition, during the survey, the task was proposed - to connect the Russian phraseological unit with an arrow and the English idiom corresponding to this phraseological unit. This question caused the greatest difficulty for all students, especially in the part where phraseological units and idioms did not have a literal translation. However, the students showed great interest in this survey. I really wanted to draw the attention of my peers to the study of phraseology, since it is in this section of linguistics that the close connection of the language with the life, history and culture of society is manifested.

Conclusion

Thus, the study of phraseology is a necessary link in the assimilation of the language, in improving the culture of speech. The correct and appropriate use of phraseological units gives speech a unique originality, special expressiveness, accuracy, imagery. Integration in the study of languages allows not only to increase the motivation of learning activities, but also to significantly expand the linguistic horizons of students.

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