

## THE POWER OF VOCABULARY AND PHRASEOLOGY

Karimova Diyora Abduvaxidovna,  
Tashkent University of Information Technologies  
named after Muhammad al-Khorazmi  
Department of foreign languages  
Phone: +998909307999  
*E-mail: diyora.karimova.87@mail.ru*

Vocabulary and phraseology as the main source of expressiveness of speech. There are many varieties of portable use of words, their common name is tropes (Greek tropos - turn; turn, image). The trope is based on a comparison of two concepts that seem to our consciousness close in some respect. The most common types of tropes are comparison, metaphor, metonymy, synecdoche, hyperbole, litotes, personification, epithet, paraphrase. Thanks to the figurative metaphorical use of the word, the figurativeness of speech is created. Therefore, tropes are usually referred to as means of verbal figurativeness, or pictorial.

Metaphorization - one of the most common ways of creating imagery - covers a huge number of common, neutral and stylistically marked words.

The ability of a word to have not one, but several meanings of a conventional nature, as well as the possibility of updating its semantics, its unusual, unexpected reinterpretation lies at the heart of lexical figurative means. The power and expressiveness of tropes is in their originality, novelty, and strangeness: the more unusual, the more original a particular trope, the more expressive it is. Tropes that have lost their imagery over time (for example, metaphors of a general linguistic nature such as sharp eyesight, the clock is ticking, a river arm, a bottle neck, warm relations, iron character or comparisons that have turned into speech stamps, such as reflected in a mirror; cowardly as a hare; runs a red thread), do not contribute to expressiveness of speeches. Especially expressive vocabulary with emotional and expressive coloring. It affects our feelings, causes emotions. To pay attention to this or that detail, to express a certain attitude to the named object or phenomenon, to evaluate it and, consequently, to enhance the expressiveness of speech allows the skillful use of synonyms.

Enriching children's vocabulary is the number one task for a word teacher. The poverty of the student's vocabulary leads to the inability to express their thoughts correctly, to the inability to communicate normally with representatives of

other social groups. Children often use words without suspecting their true meaning, which causes laughter in adults and aggression in peers. The abstract will help the teacher to correctly organize the work on the study of the most important sections of linguistics - vocabulary and phraseology, because the love of language begins with the love of the word, and the love of the word is impossible without understanding its meaning.

Adjectival phraseological units have the meaning of qualitative characteristics and, like adjectives, act in a sentence as a definition or nominal part of the predicate. Among the adjectival phraseological units of military subjects, the following PU are distinguished:

quick on the trigger - impulsive, quick-reacting, its antonym slow on the trigger - slow-reacting;

armed to the teeth - armed to the teeth;

camp happy - crazy;

low on amps and voltage is an uninitiated, stupid person.

Adverbial and prepositional PU include qualitative adverbial and circumstantial adverbial FE. Qualitative adverbial phraseological units are stable phrases denoting the quality of an object. Circumstantial adverbial FE describe the conditions under which the process takes place:

with flying colours - victorious;

on the alert - alert, alert, ready;

without (striking) a blow - without a fight, without a fight;

up in arms - ready to fight, fight, resist; sharply objecting, protesting against something; fighting against something or someone;

above the battle - away from the fight;

with the colours - on active service, in the active army.

Prepositional phraseological units serve to link components in a sentence: in force - significant forces.

Based on the goals of a particular lesson, it is important to consider certain criteria for the selection of authentic resources that form students' vocationally oriented foreign language competence: 1) Variability of vocational orientation - the authentic resource should represent different situations. interpersonal and professional communication. Observing certain speech and non-speech behavior of native speakers of the studied foreign language allows students to identify similarities and differences in communication methods and teach them proper professional communication. 2) The duration of the actual video material. Depending on the purpose of the lesson, it is appropriate to use ready-made stories that do not exceed 4-7 minutes. 3) The educational value of video material is in developing a sense of respect for the people of another country, its history and culture. 4) Availability of a professionally defined dictionary of real resources.

#### LIST OF REFERENCES

1. Virginia Department of Education. (2006). English: Strategies for teaching limited English proficient (LEP) students
2. Brewster, J., Ellis, G., & Grad, D. (2002). The primary English teacher's guide. China: Penguin English Guides
3. Gorton, S., Copland, F., & Burns, A. (2011). Investigating global practices in teaching English for young learners: 10. Khan, I. A. (2011). Challenges of teaching/learning English and management. Global Journal of Human Social Science Vol.
4. Roberts, M. (2007). Teaching in the multilevel classroom. Pearson Education, 5.
5. Alexandra. (2010, September). Way of motivating EFL/ESL students in the classroom.