

## **COGNITIVE ANALYSIS OF PHRASEOLOGICAL UNITS OF DIMINUTIVENESS IN ENGLISH AND RUSSIAN LANGUAGES**

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**Annotation:** This article analyzes phraseological units and their important role in teaching a foreign language. We look at ways to improve the use of phraseological units, ways to master and study phraseological units in the context of foreign language classes. Attention is drawn to the process and strategies for studying phraseological units.

**Key words:** phraseological unit, learning process, sociocultural competence, linguocultural content, foreign culture, educational aspect.

**Annotatsiya:** Ushbu maqolada frazeologik birliklar va ularning chet tilini o‘rgatishdagi muhim roli tahlil qilinadi. Chet tili darslarida frazeologik birliklarning qo‘llanilishini takomillashtirish, frazeologik birliklarni o‘zlashtirish va o‘rganish yo‘llarini ko‘rib chiqamiz. E’tibor frazeologik birliklarni o‘rganish jarayoni va strategiyalariga qaratiladi.

**Kalit so‘zlar:** frazeologik birlik, o‘quv jarayoni, ijtimoiy-madaniy kompetentsiya, lingvomadaniy mazmun, xorijiy madaniyat, ta’lim aspekti.

**Аннотация:** В данной статье анализируются фразеологизмы и их важная роль в обучении иностранному языку. Мы рассматриваем пути совершенствования употребления фразеологизмов, способы освоения и изучения фразеологизмов в условиях занятий иностранным языком. Обращается внимание на процесс и стратегии изучения фразеологизмов.

**Ключевые слова:** фразеологизм, процесс обучения, социокультурная компетентность, лингвокультурное содержание, иностранная культура, образовательный аспект.

The cognitive approach to the study of language provides the need to include as a mandatory component in the concept of the functioning of linguistic signs and the processes of their perception (understanding and interpretation). The need to study the processes of understanding speech activity was also indicated by L.V.Shcherba [1], who noted: “In direct experience, we are given the facts of speaking, i.e. “expression of our thoughts..., and on the other hand, the facts of understanding this speech. The first especially attract our attention, and we willingly call them language. The latter usually remain somewhat in the shadows. Meanwhile, it is these processes taken together that form a single process of communication.” Thus, the need to consider the process of formation of linguistic units from the point of view of the addressee (speech recipient) is due to the two-way nature of the communicative aspect and comes from the ontological essence of the linguistic sign as such.

It is extremely important to keep in mind that the perception and interpretation of phraseological units is a process of a qualitatively higher order than the perception of other linguistic signs, which is due to the specificity of aesthetic signs, which presupposes in the reader the ability of creative comprehension. The study of the problem of speech influence and linguocultural features of phraseological units is associated with the need for an adequate understanding of the statement, with mastery of the mechanism of positive speech influence. The problems of phraseological units include consideration of a number of issues: various sociocultural conditions for the use of phraseological units, conditions of production, processes of understanding, perception and interpretation of phraseological units. As the analysis of linguistic material has shown, from the point of view of the cultural aspect, phraseological units with the “diminutive” component express the following pragmatic functions:

- *function of expressing disdain.* This function represents the meaning of insignificance and humiliation of a person. Phrases that verbalize this function express a disdainful attitude towards a person who has no weight in society, a person who is not distinguished by intelligence, etc.

English: of small account (insignificant, of little importance); Russian: *малые мира сего* (little ones of this world, people occupying a low social position);

- *function of expressing contempt.* In contrast to phraseological units that perform the function of disdain, phraseological units that express contempt in stylistic terms are more negative.

English: *lizzie boy* (pampered, feminine man); *not worth a bean/ button/ farthing/ fig/ half penny/ jigger/ pin/ pinch of snuff/ rush/ snap/ straw*; *not worth a mite*; *not worth a plack*; Russian: *ноль без палочки* - (worthless, meaningless person); *мелкая душонка* (insignificant person, penny-pincher)[2];

- *function of creating endearments:* *little thing* (baby, baby); *young thing* (boy; girl). *The little stranger* (newborn); *young Tartar* (difficult, capricious child);

- *function of edification.* This function serves to express advice and edification towards the addressee by emphasizing that the significant comes from the insignificant, much from the small:

English: *by little and little*; *little by little* (gradually, little by little); *every little makes a mickle by small and small* [3] (*little by little, gradually, slowly*); Russian: *курочка по зёрнышку клюёт, да сыта бывает* - a chicken pecks a grain at a time, but is full; *копейка рубль бережёт* - a penny saves a ruble;

- *function of describing a person's appearance.* This function is implemented through lexemes, the semantics of which include a decrease in the size of the object “slip”, “piece”, “lean”, “narrow”: *a slip of a boy* (thin or slender boy);

- *function of creating a certain duration of action.* This function creates the effect of the duration of the action: *by inches*; *inch by inch* (*little by little, gradually, step by step*); Russian: *капля за каплей*; *шаг за шагом*; *капля по капле* (*gradually, slowly, little by little*)[4].

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