

Challenges with Understanding English Idioms, Idiomatic Phrases and Ways to Overcome Them

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Abstract: The article below gives information about common problem with understanding actual meaning of idioms and idiomatic phrases in English. The history, structure and some example of idioms are discussed and the most authentic data from famous books is provided.

Keywords: idioms, meaning, language, expression, elements, skills, pattern, words, sentences.

I. INTRODUCTION

Idioms often have a figurative meaning that is not easily understood by non-native speakers of the language. For example, "talk is cheap" is a phrase that is easy to say but harder to follow and act on. It is often used to convey the idea that someone's words are not backed up by their actions. You can say "talk is cheap. Let's see results" when you want to see someone take concrete steps to achieve something rather than talk about it. This is different from the literal meaning of "talk is cheap", which means that it is not expensive to talk. Therefore, if taken literally, it does not make much sense. Similarly, the phrase "raining on someone's parade" means to ruin someone's plans or happiness.

For example, you might say "I'm sorry to rain on your parade but I won't be able to give you a ride in the end". This means that you're sorry for ruining the person's plans and hope that they can find another way. It does not mean you became a cloud and started raining on them! In addition to being difficult to understand, idioms can also be difficult for English learners because they are not always used consistently. Some idioms may be common in certain regions or groups of people and may not be understood by those unfamiliar with them.

While idioms can be a fun and interesting aspect of language learning, they should not be overemphasized at the expense of other language skills. The study of idioms, considered to be a very important part of language learning and use, has recently attracted a lot of attention from English language researchers, particularly to assess how well Asian language learners acquire and use idioms in communication. Their understanding and fluency can be seen as a sign of language proficiency, as they can be an effective way to create better conditions for students to improve their communication skills in everyday contexts. The study of how idiomatic expressions are processed and processed in a second or foreign language is worth further consideration, as it will give language teachers a better idea of some of the strategies that language learners use to interpret figurative language. Balance the study of idioms with other aspects of language learning such as grammar, vocabulary and speaking skills. As mentioned above, idioms can vary by region and culture. Some idioms may be more common in certain parts of the English-speaking world or among certain groups of people.

II. METHODS

It is important to introduce students to different idioms to help them understand how idioms are used in different contexts. Idioms can change over time and may not always be used consistently. Be aware of this and encourage students to use resources such as dictionaries or online resources to learn the actual meanings of idioms. Idioms can be used to add emphasis or personality to language. Encourage students to use idioms appropriately to add interest and variety to their language. It is widely recognized that the study of English is in demand worldwide due to its advantages in international business, technology and science. Understanding and using them fluently can be considered as a sign of language proficiency, as it can be an effective way to create good conditions for students to improve their communicative skills in everyday contexts. The study of how idiomatic expressions are processed and processed in a second or foreign language is worth further consideration, as it will give language teachers a better idea of some of the strategies that language learners use to interpret figurative language. However, it seems that not much attention is paid to them by teachers and students. Idioms can be challenging for students, but they can be fun and interesting to learn. Encourage students to embrace the challenge of learning idioms and enjoy the process of learning more about language and culture!

In addition to being careful about how speakers and writers manage certain features of idioms and the confusion that may arise from similarities in form between the source and target expressions, the translator must also be aware of any idioms surrounding any phrase whose meaning is not readily apparent. should also consider the location environment. can be used. Idiomatic and idiomatic expressions have distinct conjugation patterns. They form a combination with other elements in the text as a single unit and belong to different lexical groups than individual words. Take, for example, the idiom of having cold feet. As a separate element, it can be combined with words such as cold weather, winter, feeling or country. Feet can be combined with socks, slippers, smelly, etc.

III. RESULTS

The ability to differentiate between senses through placement is an invaluable asset for a translator working from a foreign language. It is often used under the general umbrella of "relying on context to extract meaning", which means, among other things, using our knowledge of co-occurrence patterns to decode the meaning of a word or language. Using our knowledge of collocational patterns can't always tell us what an idiom means, but it can often tell us what an idiom means, particularly direct and direct. helps us to easily recognize a phrase that has a meaning that is not. Once an idiom or fixed expression is correctly recognized and interpreted, the next step is to decide how to translate it into the target language. The difficulties of translating an idiom are quite different from the difficulties of interpreting it. The question here is not whether the given idiom is transparent, opaque or wrong. Translating the phrase transparent may be easier than transparent. The main difficulties in translating idioms and idioms can be summarized as follows:

(a) An idiom or fixed phrase may not have an equivalent in the target language. The way a language expresses or does not express different meanings is unpredictable, and only occasionally does another language match the way it expresses the same meanings. One language can express a certain meaning by means of one word, in another language by a transparent fixed phrase, in a third language by means of an idiom, and so on. Therefore, it is unrealistic to expect to find equivalent idioms and expressions in one's own language.

Language is full of idiomatic expressions such as similes, metaphors, idioms, and figurative speech. An idiom (such as lose balance, bet, and smell a rat ... etc.) is defined as "a term used in grammar and lexicology to refer to a semantically or syntactically limited sequence of words. as a

single unit. From a semantic point of view, it is not possible to sum up the meaning of whole words and form the meaning of an idiomatic expression. From a syntactic point of view, words do not allow the usual variation that often occurs in other contexts. It is very difficult for learners to understand idiomatic expressions. This is even when the target idioms have similar usage and meaning in the two languages. English is rich in idioms. Without using idioms, English shows its diversity in spoken and written texts. loses. Studying idioms makes it easier to learn about the culture of a language because they are specific to a culture and it is difficult to find their equivalent in every language. Satisfactory awareness and correct use of idioms in the languages being studied are communicative competence and feeling in that language. - are important signs of the ability to successfully express feelings and thoughts. Trosborg found a correlation between students' ability to understand the meaning of unknown metaphorical idioms and their proficiency in the target language. According to the Oxford dictionary, their importance in learning English can be as follows: "Knowledge of a wide range of idiomatic expressions and the ability to use them correctly in speech and writing is one of the distinguishing features of a command similar to the native language. English language".

IV. DISCUSSION

Mäntylä (2004) divides idioms into three types according to their transparency, but the degree of transparency is sometimes disputed. They are transparent idioms in which the literal and figurative meanings are linked, semi-transparent idioms in which the direct and figurative meanings are related but not transparent, or ambiguous idioms in which the literal and figurative meanings are completely different. Language learners are expected to be able to use some less common idiomatic expressions. Idioms and idiomatic expressions differ in that their meaning is predictable. In other words, some of them can be recognized immediately when the first word is spoken or seen, while others can be identified only when the key word is recognized. It is possible that an idiomatic phrase is intended literally before the underlying keyword is known. Idiomatic expressions are taken from various sources: from work (e.g., don't count your chickens), rural life (e.g., eat like a horse), science and technology (e.g., I need to charge my batteries), literature and history (e.g., the streets are paved with gold), body parts (e.g. I speak sincerely), emotions and feelings (e.g. in high spirits). Researchers differ in their view of strategies for processing, storing, and retrieving idioms. Bobrow and Bell (1973) argue that idiomatic expressions are mentally defined and processed as lexical units. This means that when learners come across an idiomatic expression, they use it directly, and then when the literal meaning does not match the context in which it is used, mental and they interpret it figuratively. On the other hand, language learners directly access the figurative denotation of an idiom, Liontas (2002) argues that language learners understand idiomatic expressions by first processing them literally and only then receive the figurative interpretation. This means that literal processing of idioms must precede idiomatic interpretation. Other researchers suggest simultaneous or parallel processing of idioms. In other words, literal and figurative interpretations are activated in parallel when learners encounter an idiom string. This indicates that the meaning of the individual elements of the idiom is activated along with the basic concept as a whole. Mäntylä (2004) noted that one of the strategies participants used to understand idioms was to refer to the native language, and even if there was no clear equivalent in the native language, they would select a figurative meaning in the native language, even if there was only one. the word is shared with the target language. Mäntylä adds that they rely on the literal meaning and choose the alternative that gives the literal meaning. If neither of these two strategies work, Mäntyla argues, they rely on pure guesswork. This means that the transparency of selected idioms only helps in interpretation if they are similar to the target language. Understanding the same and comparable types of idioms is much better than understanding idioms that are different from the mother tongue. In addition, Irujo noted that although the participants used their mother tongue, they

also used strategies of the target language, that is, they often used short, simple and very transparent, best-known idioms. As for the process of teaching idioms, idioms are very specific, so there are no simple rules for them. According to Sornig, teaching idioms should start from the perspective of native speakers of the language being studied and how they themselves learn to understand idioms. Sornig argues that idioms are effective when taught in an effective communicative and situational manner. This will help students remember them. In particular, he (ibid.) suggests that teaching idioms should be done by categorizing them according to their communicative function. This is mainly because idioms are used to make communication very interesting in a very lively way.

V. CONCLUSION

Knowing idioms well can help students become better speakers. The abundance of idioms and their frequency in speech are important aspects that increase their vocabulary repertoire, improve their communication skills, and make it easier to understand conversations and written texts. However, students face some problems and difficulties in learning idioms. Based on this fact, the current researcher emphasizes that figurative idiomatic language should be given enough attention in the teaching and learning process. Attempts to strengthen students' communicative practice, including the use of idioms, should be reviewed and increased. Idioms should not be ignored in language teaching. Rather, the use of specific idioms should be included in the learning process as a useful strategy that helps improve the student's communicative skills. For example, this language component helps students to understand the speech, movies and songs of English speakers and to increase their vocabulary. This is because when students know how to use idioms, they feel better and more confident because they understand what English speakers are trying to express using idioms. The workshops are designed to help students improve their use of idioms and improve their speaking skills by tapping into useful idioms with clear examples and interactive situations that can encourage students to analyze the correct use of idioms. However, teachers should be aware of the criteria for selecting idioms to be taught. Based on the result, students learn the most frequent, familiar, transparent, simplest and, most importantly, first language equivalents. Teachers can learn culturally bound idiomatic expressions that are easy to learn and have a figurative meaning as opposed to a literal meaning. 'must take into account the difficulty of learning. In addition, they should be taught in an engaging and appropriate way for students at their academic levels and stage of learning. Students should also be equipped with certain strategies and encouraged to learn idiomatic expressions because they are afraid to use them because of their figurative interpretation. In this way, language learners can feel confident in acquiring and using idioms in and out of the classroom.

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