

## A LINGUISTIC ANALYSIS OF IDIOM FORMATION AND ETYMOLOGY

Abdiyeva Marjona

Student of Samarkand State Institute of Foreign Languages

[abdiyeva.marjona07@gmail.com](mailto:abdiyeva.marjona07@gmail.com)

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### ABSTRACT:

*Idioms are units used in everyday English. They can make language learners' speech fluent, beautiful, and engaging. This article analyzes and examines the history of ideoms, their etymological analysis, and their role in speech. It also explores general theories about them using various methods.*

### Introduction

Every linguistic system has words or phrases that everyone cannot understand. Their basic mean is as not same as written or talken. Therefore, some learners are not able to understand them and translate funny means. These words or phrases are called ideoms. Ideomatic espressions are used in every day communaction. They can help to make a speech beautifully and naturally

These kind of phraseological unions are used in english-speaking countries. Because communicating with ideoms is comfortable and fast. Nevertheless, students translate them directly and this condition cause to misunderstanding each other in communication.

For example:

A ray of sunshine - bering happiness;

Snowed under - have so much work;

Save it for a rainy day - save something (like money) for the future when it might be needed.

Well, first of all, of we talk about what an ideom is, compounds that fixed of phraseological expressions, significance in linguistic system, etymology of ideoms and difference between mean and grammatical compound. As well as, in this article, effects among population when they use ideomatic compounds are researched and analysed.

### **Literature review**

An idiom (Greek - "property," "uniqueness") is a fixed compound consisting of several words, the general meaning of which is completely different from its lexical meaning. For example, the English phrase "spill the beans" literally means "to pour beans," but in reality it is used in the figurative sense of "to reveal a secret." Many idioms were formed during a certain historical process, and various factors led to their emergence. Certain historical events were the basis for the emergence of some groups of units. For example, the phrase "to burn one's boats" ("to leave no way back") dates back to ancient military campaigns. Also, many idioms arise from customs and rituals. For example, the origin of the phrase "bury the hatchet" was due to the declaration of peace by North American Indians by burying weapons of war in the ground. Moreover, idioms are also analyzed linguistically, which allows for their in-depth study from a linguistic point of view. Semantically, idioms express a whole meaning. The sum of components does not correspond to their meaning. Therefore, language learners often face difficulties in using them.

For example, the famous Russian linguist A.V. Kunin considers phraseological units as one of the most complex and rich layers of language. In his opinion: "The study of the etymology of idioms helps to determine the process of their formation, historical roots, and national-cultural foundations." Kunin studies the etymology of idioms in connection with historical events, historical traditions, and the process of professional activity. According to him, idioms were often used initially as free phrases, then acquired a figurative meaning and became an unchanging unit. Moreover, linguist and scholar V.V. Vinogradov analyzed the etymology of idioms from a semantic point of view. He says that "the main feature of idioms is that their meaning cannot be explained through its components." According to Vinogradov, idioms are formed as a product of historical development, and only knowledge of their etymology helps to understand the original understanding of idioms. Another Swiss scholar who developed phraseology as an independent linguistic field is Charles Bally. He defines these combinations as follows: "The origin of idioms is directly related to the

emotional, figurative, and cultural thinking of the people."reserve cultural characteristics."Bally defines stable units as follows: "Phrases arise on the basis of everyday life and emotional experience of the people, and etymologically they are units that preserve cultural characteristics." English linguists J. Seidl and W. McMordie approach the origin of idioms from a practical point of view, explaining that "a large part of English idioms originates from historical, religious, and literary sources."

### **Methodology**

Correct and appropriate use of idioms in oral speech during the study of a foreign language improves the communicative impact. Idioms are tools that ensure the natural, fluent, and culturally appropriate nature of speech. Therefore, the methods of using idioms in oral speech are analyzed using a mix of context-based learning and comparison methods. The method of context-based learning was used by teachers during the lesson to help students remember the meanings of idioms. As a result, based on this method, students were able to assimilate idioms in the form of dialogue, text, and audio material. Also, the comparative (contrastive) method is the study of idioms in a foreign language by students in comparison with similar or different expressions in their native language. This method was used by linguists and used to improve oral speech in the process of teaching English by comparing the alternative version of idioms in English and Uzbek.

### **Results and discussion**

This section focuses on analyzing the influence of the context-based learning method and the comparison method in the study of the etymology of English idioms. According to the results obtained, both methods are aimed at a deeper understanding of the meaning and content of the studied idioms, but their influence on the consciousness of students affects the skills of speech use differently. According to the results, the study of idioms within texts, dialogues, and real speech situations to a certain extent facilitated the study of their etymological origin. And this situation became the basis for students to begin to better understand the connection between the figurative meaning of the idiom and its historical source. During the discussion, it became clear that the context-based method, moving away from the process of mechanical memorization of idioms, contributed to their meaningful assimilation. In particular, historical events or information related to everyday life strengthened the memorization of the etymology of the idiom. This improved the process of students' correct use of fixed expressions in oral and written speech. Also, regarding the discussion of the comparative (contrastive) method, in this method, idioms in English were

compared with expressions that are semantically close to students' native language (for example, Uzbek). The results of the study proved that this method is one of the most effective processes in explaining the etymological features of idioms. Through similar figurative meanings and metaphors, students began to understand the etymological causes of idioms in English more quickly. The best results were obtained by integrating these two methods. Because they can convey to students the process of etymological origin of idioms, their figurative meaning and cultural differences. Therefore, it is recommended to use more of these methods in the process of teaching idioms.

### **Conclusion**

Idioms are widely used in everyday life and oral speech, and studying their etymological origin, characterizing them with the opinions of various scholars, as well as methods of their effective assimilation through various linguistic methods can help language learners to assimilate idioms more easily.

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