

THE FUNCTION OF PHRASAL VERBS AS LEXICAL MATERIAL IN BUSINESS ENGLISH

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Abstract: Phrasal verbs perform important functions in the areas of colloquial and scientific discourse: due to the characteristic structure, this lexical and grammatical unit is highly informative and semantically concise, it should also be noted that phrasal verbs are idiomatic. The article deals with the function of phrasal verbs as lexical material in business English.

Key words: the idiomatic language, lexical units, lexical and grammatical phenomenon, authentic texts.

Introduction:

Changes in the field of higher education were dictated by the socio-economic and political processes in the country, the strengthening of world economic ties with foreign countries, the possibility of obtaining education and internships abroad. The development of foreign economic relations and the expansion of international contacts and, accordingly, multilateral cooperation with foreign specialists contributed to improving the quality of training of professional personnel in the field of foreign language proficiency at a level approaching the communicative competence of an educated native speaker.

As we know, today the priority direction in teaching a foreign language is teaching its professional aspects. However, knowledge of a foreign language at a professional level implies not only the assimilation of lexical units and the formal rules for their combination in speech, but also knowledge of the idiomatic language, which is the originality of words, expressions, syntactic constructions of a given language, literally not translated into other languages. I.E. Anichkov noted that to master idiomatic expressions in a broad sense means to master the word of a foreign language, first of all, its compatibility with other words, its complete semantic structure [2, 148].

Literature review:

Over the past thirty years, in the methodology of teaching foreign languages, studies have been conducted on teaching idiomatic foreign language speech (R. K. Minyar-Beloruhev, 1996; V. N. Komissarov, 1999; Yu. V. Goman, 2002; M. G. Tsutsieva, 2006; M. Lederer, 2007). However, many theoretical and practical issues of teaching the translation of English phrasal verbs remain unexplored.

In total, there are more than twelve thousand phrasal verbs or special forms of word formation that are absent in Russian in modern English, but their number is steadily growing. Along with the increase in their number, the frequency of their use is also growing: these units are extremely common in speech and are more preferable than verbs of Latin origin with a similar meaning. Analysis of linguistic studies on phrasal verbs (M. P. Ivashkin, 1990; E. E. Golubkova, 1990; E. A. Dolgina, 1990; G. E. Belaya, 1995), confirms the need to master this subsystem of English vocabulary for effective communication: phrasal verbs are socially significant units of nomination for the English-speaking team, and also serve the purposes of categorizing the world - they designate an action and clarify its nature in a concise and clear way (postposition).

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Analyses:

The experience of teaching English in a non-linguistic university shows that the greatest difficulty for students is the lexical side of foreign language speech, namely lexical units characterized by specific semantic and structural properties.

Such units include phrasal verbs that cause a large number of errors in speech and the likelihood of communication failures due to interlingual and intralingual interference due to a mismatch between the content plan and the expression plan of these units: with a structural (graphic) separate design, phrasal verbs have semantic integrity.

Currently, there are a number of problems associated with the use of phrasal verbs and their lexical features, despite the constantly growing number of publications devoted to this lexical and grammatical phenomenon.

Nevertheless, most linguists share the opinion that the use of phrasal verbs is a distinctive feature of the language situation in modern England, where there is a significant increase in the number and meanings of phrasal verbs, which, along with stable phrases and nominative complexes, contribute to an increase in the degree of idiomatic English.

A phrasal verb is a product of a special way of word formation, characteristic only for verbs and formed by adding a postposition to the base verb, which entails the emergence of a new lexical meaning; the resulting combinations (phrasal verbs) are considered as single structures. In modern English, which is a dynamic, continuously evolving system, postpositions are part of most combinations of different types. It is important to note that the number of these combinations has been constantly increasing in the English language since the beginning of the New Anglican period and continues to grow until now.

Today in English, there are especially many combinations of postposition with verbs. Their number is constantly growing, as evidenced by the variety of books, dictionaries, textbooks devoted to phrasal verbs and their use. There is a direct correlation between the number of combinations and the frequency of their use. Consequently, such verbs perform an essential function due to greater conciseness and at the same time greater expressiveness. Phrasal verbs are widespread and are actively used not only in spoken English. Many of these verbs are an integral part of the language of newspapers, law, and economics. This phenomenon is explained by the fact that a huge number of phrasal verbs over time moved from one stylistic layer to another, borrowing new meanings and losing the old ones. Some phrasal verbs, in contrast to the "simple" verbs that are their synonyms, are more often used in professional speech. Before proceeding to the description of phrasal verbs, it is necessary to define the adverbial postposition in modern English.

In his works, I.E. Anichkov considers adverbial postpositions as a special category of postpositive adverbs (up, out, off, etc.), consisting of units, which are characterized by the ability to attach to verbs, adjectives and other adverbs, rarely to nouns, sometimes to phrases and sentences, to clarify and complete their meanings [1,77]. The following examples allow us to consider the important role of the adverbial postposition in the composition of a phrasal verb. Therefore, when it comes to reducing, reducing or reducing something, the main semantic load falls on the postposition down. In fact, many verbs can be used to convey this tendency, and the postposition down usually remains the same in a phrasal verb. The paramount importance of this postposition in a phrasal verb can be seen in the following examples:

- The company should not *cut down* on its training budget.
- Clothing store prices usually *go down* after Christmas.
- Interest rates have *come down* significantly in the last three years.

In each of these sentences, the verb is translated as "decrease, shrink." The verb *cut* with different postpositions cannot be used to express the same thought. Therefore, in English, phrasal verbs with the



same postposition can be synonyms, but not with the same verb, which indicates the importance of postpositions.

The use of phrasal verbs is stylistically heterogeneous. As already, mentioned, phrasal verbs have become widespread in economic literature. However, it should be noted that they are more widely used in the language of the media, rather than economics. The reason for this is that such verbs perform the desired function in the language due to their brevity and at the same time great expressiveness. So, for example, in the Market Leader Intermediate educational coursebook (authors: David Cotton, David Falvey, Simon Kent) in the article "UK develops taste for fair trade" (3200 printed characters) there are six phrasal verbs:

- Phase out - to gradually stop using or providing something (gradually stop);
- Break into - to become involved in a new job or business (enter);
- Share out - to divide something between two or more people (divide, distribute);
- Deal with - to do business with someone or have a business connection with someone (trade);
- Grow into - to develop overtime and become a particular kind of person nothing (to transform);
- Put into - to make money available to be used for a particular purpose (invest).

Phrasal verbs can consist of either one postposition or out of two. One of these prepositional phrasal verbs is quite often used in business correspondence when writing letters and e-mails.

This is the phrase look forward to (I am looking forward to hearing from you soon.

— Looking forward to your soonest response). By appearance, English phrasal verbs are divided into transitive and intransitive.

Transitive phrasal verbs always have direct objects.

For example, the phrasal verb turn down (refuse, reject). I have turned down their offer. I rejected their offer. Intransitive phrasal verbs are independent and do not require an addition.

For example, breakdown (break). The photocopier has broken down. — The copy machine is broken. Another classification of phrasal verbs divides them into separable (separable) and inseparable (inseparable). Separable phrasal verbs include transitive verbs with a direct object. For example, turn on / off (turn on / off).

Could you turn on the coffee machine, please?

Inseparable phrasal verbs include all intransitive and several transitive verbs.

For example, go up (to rise), look after (to look after, take care of), do without (to manage). The prices are going up. - Prices are rising. Could you look after the visitors while the director is busy with financial paperwork?

Since there are a lot of phrasal verbs in English, one can try to remember the meaning of the postpositions themselves, i.e. the way they change the meaning of the verb by attaching to it. **For example**:

Away (denotes movement, removal away). I am going away next week. - I am leaving next week. Do not run away. I need to talk to you.

Back (indicates a response action). She can call me back if there's a problem.

Down (means a decrease in quantity, size; weakening, decrease in strength, deterioration). They didn't agree to bring down the price. They didn't agree to lower the price. The quality of chocolate has gone down.

Conclusion:

Teaching phrasal verbs as the most important means of developing the skills of students' speech activity using idioms and introducing students to the ways of forming and formulating thoughts in a foreign language society should be purposeful. The formation and improvement of lexical skills in the use of phrasal verbs should be carried out taking into account the difficulties in their assimilation,



identified on the basis of an analysis of the linguistic features of these units and typical mistakes of students in their use. The selection of phrasal verbs to be mastered is important to carry out using as reference points the spheres, topics and situations of communication included in the program of this stage of education, and as a source of selection - authentic texts that correspond to the goals of forming the communicative competence of students. Phrasal verbs are a dynamic, productive, semantically rich group of English verbal vocabulary. Thus, the level of formation of the lexical side of speech directly depends on the skills and abilities of students to use productive vocabulary in speech to solve communicative tasks that provide the opportunity to communicate in the professional field.

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