



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

CONCEPT "LEARNER" IN ENGLISH
PHRASEOLOGICAL UNITS

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Abstract: *The article analyzes the meanings and cultural significance of phraseological units associated with academic environments in higher education. It focuses on the linguistic and historical aspects of terms describing students in various roles and achievements. Through detailed linguistic analysis, the article demonstrates the role of language in preserving and conveying the cultural identity of these academic traditions.*

Key words: *phraseological units, social context, traditional, cultural*

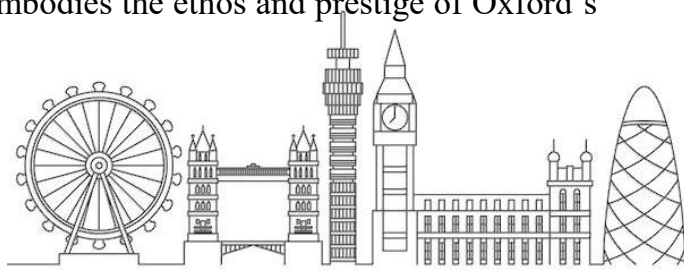
Phraseological units are stable combinations of words that function as a single meaningful unit within a language. They are characterized by their fixed structure, idiomatic meaning, and widespread use. These expressions cannot typically be understood by analyzing the meanings of their individual components because their meaning often transcends the literal interpretations of the words they contain.

Phraseological units enrich a language, offering nuances and expressiveness. They allow speakers to convey complex ideas, emotions, and cultural references compactly and effectively. Understanding and using them correctly is vital for achieving fluency and cultural competence in a language.

There are numerous works on phraseology, however, it still exists questions, which need to be researched.

Phraseological unit *the dark blues* describes Oxford students at a sport competition. In this context, "dark" distinguishes the specific shade of blue associated with Oxford University, a deep navy or dark blue. "Blues" represents the team colors of Oxford University, contrasting with the "light blue" of Cambridge University. "The Blues" here refers metonymically to the athletes representing the institution. "The dark blues" specifically designates the Oxford University sports teams or athletes, emphasizing their identity in the context of competition, particularly against their Cambridge counterparts. Historically, the rivalry between Oxford and Cambridge is one of the oldest and most celebrated in the academic and sporting worlds, particularly in events like the Boat Race or rugby matches. The distinction between "dark blues" (Oxford) and "light blues" (Cambridge) is a hallmark of this rivalry.

In social context, the term carries pride and tradition, evoking a sense of belonging and excellence associated with Oxford University. In sports reporting or student culture, *the dark blues* signifies more than just a team; it embodies the ethos and prestige of Oxford's





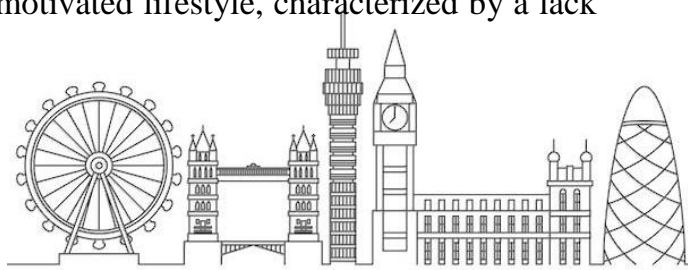
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centuries-old legacy. This expression functions as a culturally specific term, rich in tradition and symbolic meaning tied to Oxford University's athletic identity.

Expression *senior classic* demonstrates student who received a first class honors degree in classical literature (after graduating from the University of Cambridge). Adjective "senior" indicates high status, advanced standing, or excellence. In academic contexts, it implies being at the pinnacle of achievement. Lexeme "classic" refers to the field of Classical Studies, encompassing the study of ancient Greek and Roman languages, literature, history, and culture. The phrase denotes a top-ranking student in the discipline of Classics at Cambridge University, emphasizing both academic distinction and mastery of classical literature. The title *senior classic* originates from Cambridge University's academic tradition of awarding distinctions to the most outstanding student in the Classical Tripos (an advanced degree focusing on Classics). Historically, achieving this title was regarded as one of the highest intellectual honors, signifying exceptional command over Greek and Latin texts, philosophy, and antiquity. At Cambridge, the Classical Tripos is a rigorous program that emphasizes critical thinking, philological skills, and deep engagement with ancient texts. The phrase *senior classic* is awarded after a competitive examination, underscoring intellectual prowess. In British academic culture, the title carries connotations of elite education, scholarly excellence, and the legacy of classical antiquity as a cornerstone of intellectual tradition. For those familiar with the British educational system, *senior classic* is immediately recognizable as a marker of extraordinary achievement in Classics. This term is emblematic of a bygone era where Classics was regarded as the pinnacle of intellectual pursuit. It carries a sense of tradition, discipline, and the cultural capital associated with classical education.

Phraseologism *senior man* nominates old student, senior student. Adjective "senior" denotes higher rank, advanced standing, or greater age. In academic settings, it often refers to someone in the later years of study or with a more advanced status in the hierarchy. Noun "man" refers to a male individual but can sometimes be used generically to include both genders, depending on the context. In traditional university culture, "man" was often a generic term for a student. Phrase imply either an older student in terms of age or a student in their final years of study, often with a mix of respect for experience and seniority. Historically, this expression reflected the hierarchical nature of university life, with "senior" denoting rank and privilege. In British academic culture, being a "senior man" carry both positive and neutral connotations: positive – respect for maturity, experience, or leadership in student life; neutral or humorous – a way to refer to someone who has remained at university for longer than usual, potentially with a hint of irony. The phrase reflects the importance of tradition and structure in older academic systems. It also symbolizes the respect often given to those with more life experience or time spent within the university.

American slang *rah-rah boys* identifies students who are loafers, idlers, or truants. It describes students who embody a carefree, unmotivated lifestyle, characterized by a lack





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of academic seriousness and excessive focus on frivolous activities or sports. A reduplicative expression “rah-rah” mimicks enthusiastic cheers, associated with school spirit, sports events, or over-the-top enthusiasm. In slang, “rah-rah” imply superficiality, unearned exuberance, or a lack of seriousness, often in a pejorative sense. Plural noun “boys” refers to male students, in a generalized or stereotypical way. It can also suggest immaturity or juvenility, reinforcing a lack of responsibility. The phrase evokes images of boisterous, carefree students who prioritize fun and social status over intellectual pursuits. Within American collegiate culture, rah-rah boys represents a cultural critique of superficiality, focusing on appearance and enjoyment rather than depth and responsibility. It aligns with the conceptual metaphor: Irresponsibility is Noise, as the term suggests loudness, superficial enthusiasm, and chaos. The phrase carries an undertone of elitism, as it often refers to students who use privilege to escape the consequences of their idleness. The term is rarely used in a neutral sense. It implies disapproval, frustration, or condescension toward the lifestyle it describes. In some contexts, it may be used humorously or nostalgically to describe a carefree attitude that contrasts with adult responsibilities.

The phraseological units analyzed in the article represent more than just descriptors within academic settings; they are deeply embedded in the cultural and historical fabric of British higher education. Each term reflects specific aspects of academic life, such as institutional pride, intellectual achievement, and respect for experience and seniority. This study illustrates how such terms function as cultural artifacts, preserving the legacy of traditional educational systems and reinforcing the societal values associated with them. By examining these terms, the article contributes to understanding the connection between language, culture, and institutional identity.

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