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TYPES OF ENGLISH PHRASAL VERBS ACCORDING TO THE STRUCTURE
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Abstract: Phrasal verbs are a really important part of the English language, especially for spoken English. They are part of a large group of verbs called "multi-word verbs". These verbs and other multi-word verbs are an important part of the English language. Multi-word verbs, including phrasal verbs, are very common, especially in spoken English.

A multi-word verb is a verb like "pick up", "turn on" or "get on with". For convenience, many people refer to all multi-word verbs as phrasal verbs. These verbs consist of a basic verb + another word or words. The other word can be prepositions or adverbs. The two or three words that make up multi-word verbs form a short "phrase" - which is why these verbs are often all called "phrasal verbs"[1]. The important thing to remember is that a multi-word verb is still a verb. "Get" is a verb. "Get up", is also a verb, a different verb. "Get" and "get up" are two different verbs. They do not have the same meaning.

Keywords: phrasal verbs, Multi-word verbs, prepositional verbs, single-word verb.

So we should treat each multi-word verb as a separate verb, and learn it like any other verb. Look at these examples. You can see that there are three types of multi-word verb: 1) Single-word verb "look" direct your eyes in a certain direction: You must look before you leap. 2) Multi-word verbs prepositional verbs - look after, take care of: Who is looking after the baby? 3) Phrasal verbs - look up, search for and find information in a reference book: You can look up my number in the telephone directory. 4) Phrasal-prepositional verbs - look forward to, anticipate with pleasure: I look forward to meeting you.

Traditionally, phrasal verbs have been divided into three types. It should be immediately noted that there are a lot of names used in traditional texts to refer to these types often create confusion rather than clarity: Type 1: Prepositional verbs (ex. to believe in, to look after smth. or smb., to talk about smth. or smb., to wait for smth. or smb.) also called non-separable or transitive phrasal verbs. Constituted by basic verb + preposition.   Type 2: Adverbial verbs (ex. get up, break (smth. or smb.) down (*), put (smth. or smb.) off (*), turn (smth. or smb.) down (*)) also called phrasal verbs, or

separable phrasal verbs. Constituted by basic verb + adverb. Type 2: a) is transitive, takes direct object (write smth. down); type 2: b) is intransitive, no direct object (work out). Type3: Adverbial-prepositional verbs (ex. get on with, put up with, look forward to, run out of) also called phrasal-prepositional verbs, or three-word verbs, sometimes grouped with type 1 as non-separable. Consituted by basic verb + preposition + adverb.

Phrasal-prepositional verbs are a small group of multi-word verbs made from a verb plus another word or words. Many people refer to all multi-word verbs as phrasal verbs. Here it is a distinction between three types of multi-word verbs: prepositional verbs, phrasal verbs and phrasal-prepositional verbs. Phrasal-prepositional verbs are made of: Verb + adverb + preposition.

Let's look at these examples of phrasal-prepositional verbs:

Phrasal-prepositional verbs	Meaning	Examples	Direct object
get on with	have a friendly relationship with	He doesn't get on with	his wife.
put up with	tolerate	I won't put up with	your attitude.
look forward to	anticipate with pleasure	I look forward to	seeing you.

Because phrasal-prepositional verbs end with a preposition, there is always a direct object. And, like prepositional verbs, phrasal-prepositional verbs cannot be separated. Let's look at these examples: phrasal-prepositional verbs are inseparable: We ran out of fuel. We ran out of it. Additional characteristics of type 1: a) commonly used prepositions: in, after, about, for b) never occur without object (e.g. "to talk about someone/something", etc.) c) the direct object always follows the preposition.

Additional characteristics of type 2: a) commonly used adverbs: up, down, off, on b) when the object of the verb is present (type 2a), it is placed either between the basic verb and the adverb or after the entire phrasal verb (turn the light on, turn on the light).

Additional characteristics of type 3: a) basic verb + adverb + preposition (out of, up for) b) always take a direct object c) cannot be separated by the object. It thus becomes necessary for clarity's sake to list all the criteria concerning phrasal verbs which can function as a basis of comparison and which can lead us to a practical scheme of classification: 1) adverb vs. preposition as particle 2) necessity of explicit direct object and rules for placement (transitivity) 3) ability to be "separated" by the object

("separability") 4) typical-atypical behavior of "particle" (semantic normalcy of preposition or adverb).

It therefore appears that a more logical classification structure and nominative strategy would lead us away from an exclusive analysis of the particle, towards a comprehensive consideration of the entire phrasal verb as the basic unit of study[2]. We define in this way our approach which privileges learning techniques rather than a formal analysis of phrasal verbs. In morphological classification we consider the following proposal for the classification of phrasal verbs: type 1 "intransitive" (traditionally type 2a) no direct object type 1 "transitive-non-separable" (traditionally type 1) direct object always present, placed after the phrasal verb type 2 "transitive-separable" (traditionally type 2b) direct object always present, either separating or placed after the verb, a pronoun always separates type 3 "three-word" (traditionally type 3) direct object always, placed after the verb. In semantic classification phrasal verbs are often listed or grouped according to a basic verb (ex. stand out, stand up, stand by *, stand up to *, stand for *). In fact a large number of phrasal verbs are generated from a relatively small number of basic verbs. More importantly, these pairs at times have no difference in meaning (go back/return, break/break down), although sometimes the phrasal verb adds additional information to the single-word verb (jump at/take, come across/find, hold out/resist) [3]. It has been possible to reach certain conclusions about the typical behavior of some particles. They can give a sense of: 1) a prolonged or continued action (eat away at, carry on); 2) completion (catch up, use up, give up); 3) aimless behavior (hang around, play around) 4) resistance (hold out, hang on). This classification scheme is by no means complete. Many other function categories of particles can certainly be identified.

In general, the main function of phrasal verbs is conceptual categorization of reality in the speaker's mind. They denote not only actions or states as "ordinary" verbs do, but also specify their spatial, temporal or other characteristics. This ability to describe actions or states more precisely, vividly and emotionally is determined by the adverbial components of phrasal verbs. By combining with these elements, verbs of broader meaning are subjected to a regular and systematic multiplication of their semantic functions[4]. Basing on the knowledge we have regarding the phrasal verbs we can make our own classification of them, taking into account their composition and the semantic sense they denote:

1) Phrasal verbs are either separable or nonseparable. Unfortunately, there is no rule that can help to look at a phrasal verb and always know whether it is separable or nonseparable. Separable phrasal verbs can be separated by their object. When the object is a noun, it is usually entirely optional whether the object is placed between the verb and the particle or

placed after the particle[5]. Both sentences below are correct: I <u>took</u> my shoes <u>off</u>. I took off my shoes. However, when a pronoun is used instead of a noun, the pronoun must be placed between the verb and the particle: I <u>took</u> them <u>off</u> (correct). I <u>took off</u> them (incorrect).

Separable phrasal verbs (which are always transitive) are usually accented on the particle: The council wants <u>to knock down</u> lots of old buildings. The council wants <u>to knock</u> lots of old buildings <u>down</u>. When we don't use a pronoun, it doesn't really matter where we put the object. We generally put the object where it sounds better. If we use a pronoun, we have to put it between the two words of the verb. Nonseparable phrasal verbs cannot be separated by their object: He <u>ran into</u> tree (correct). He <u>ran</u> a tree <u>into</u> (incorrect). Intransitive nonseparable phrasal verbs (verbs that do not allow an object) are usually accented on the particle. These verbs don't have an object. Examples: The barn <u>got hit by</u> lightning, and it <u>burned down</u>. Because there's no any object. Transitive nonseparable phrasal verbs (verbs that require an object) are usually accented on the verb[6].

2) three-word phrasal verbs are not always composed of two words. Three-word phrasal verbs are composed of a verb and two particles: the first particle is normally an adverb, and the second a preposition. Like two-word phrasal verbs, three-word phrasal verbs are either separable or nonseparable: Jake always <u>went in for</u> fishing when he was a kid. I've <u>put up with</u> these love handles long enough - next week I'm getting liposuction. She just wants <u>to get</u> it <u>over with</u> so she can stop worrying about it[7]. Semantically phrasal verbs can be distinguished through the particles and adverbs they are usually used with, for instance: a phrasal verb with the particle <u>out</u> is used in many phrasal verbs and has many meanings. Among the most frequent meanings of <u>out</u> are to say that something or someone literally moves from the inside to the outside of a place: He <u>fell out of</u> a tree. Melanie <u>came out of</u> the house[8]. That an action or activity has ended: The fire <u>went out</u>. Hank <u>dropped out of</u> school.

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THE EFFECT OF THE FAMILY, THE TEACHER, AND THE EXTERNAL ENVIRONMENT IN THE RAISING OF THE CHILD
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Abstract: Children, who are the foundation of our future development, their education and upbringing are important to us. In this article, I tried to highlight the role of the family, the teacher, the external environment in the upbringing of children, and the views of Eastern and Western thinkers on this issue, how parents should pay attention to the child.

Keywords: parent, child, teacher, moral education, ability, incompetence, pedagogical views, society.

As the First President said in his book "High Spirituality is an Invincible Force": "Everything we do today is determined not only by the wealth and property of our children. A polite, knowledgeable, and intelligent, hard-working, faithful child is the wealth not only of the parents, but also of the society.

Family upbringing - upbringing of children in the family by parents, guardians or adults. It plays an important role in the overall development of the younger generation. Constant educational force in family upbringing - peace of mind in the family, sincere attitude, preservation of unity between the family and adults in the demands of children, special attention to the upbringing of the child's personality, love and respect for the child, firmness in the family setting the agenda of the regime, taking into account the age and personal characteristics of the child, monitoring the changes in the child, the pursuit of independence and initiative in him, etc.

The more orderly the family, the more sincere the relationship between its members, the more successful the family upbringing will be. In family upbringing, parents, their observation, sensitivity, responsiveness are of great educational importance. The process of upbringing in family upbringing should not consist of boring, dry exhortation. Most of a child's