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Sadbarg JUMAYEVA,
UzSWLU English language department of applied disciplines 3
E-mail: Sadbarg_8788@mail.ru

Under the review of B.G.Kulmatov PhD pedagogy of UzSWLU

THE ROLE OF TEACHING PHRASEOLOGY IN ENGLISH

Annotation

The article is devoted to the role of teaching phraseology in English, as well as the issue of including English phraseological units in the curriculum of a higher general education schools. The most popular phraseological units are revealed. It is concluded that the introduction of phraseological units, now, has a huge role in the study of the English as a foreign language. Acquaintance with phraseological units plays an important role in stimulating motivation to learn a foreign language. The author of the article offers some exercises for the development of phraseological units, taking into account the peculiarities of the development of university students.

Key words: Teaching phraseology, motivation for learning, system of exercises, phraseological fund of the language, culture of the country, creative activity of students.

РОЛЬ ОБУЧЕНИЯ ФРАЗЕОЛОГИИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация

Статья посвящена рассмотрению роль обучения фразеологии на английском языке, а также вопрос о включении английских фразеологизмов в учебную программу высшей общеобразовательной школы. Выявляются наиболее популярные фразеологизмы. Делается вывод о том, что введение английских фразеологизмов, на данный момент, имеет огромный роль в изучение английского языка. Ознакомление с фразеологизмами играет большую роль в стимулировании мотивации к изучению иностранного языка. Автор статьи предлагает некоторые упражнения для проработки фразеологизмов, с учетом особенностей развития учащихся вузов.

Ключевые слова: Обучения фразеологии, мотивация к изучению, система упражнения, фразеологический фонд языка, культура страны, творческой активности учащихся.

INGLIZ TILIDA FRAZEOLIGIZMLARNI O'QITISHNING O'RNI

Annotatsiya

Maqola ingliz tilidagi frazeologiyani o'qitishning o'rni, shuningdek, ingliz tilidagi frazeologik birliklarni oliy o'quv yurtlari o'quv dasturiga kiritish masalasiga bag'ishlangan. Maqolada Ingliz tilini xorijiy til sifatida o'rganishda hozirgi vaqtda frazeologik birliklarning kiritilishi katta rol o'ynaydi, degan xulosaga kelingan. Frazeologik birliklar bilan tanishish chet tilni o'rganishda motivatsiyani oshirishda muhim rol o'ynaydi. Maqola muallifi tomonidan universitet talabalarida kommunikativ kompetensiyani rivojlantirishning o'ziga xos xususiyatlarini hisobga olgan holda frazeologik birliklarni o'qitishga doir ba'zi mashqlar taklif etilgan.

Kalit so'zlar: Frazeologiyani o'qitish, motivatsiya, mashqlar tizimi, tilning frazeologik fondi, mamlakat madaniyati, o'quvchilarning ijodiy faoliyati.

Introduction. Recently, teaching the so-called "schematic" English, without the use of realities and figurative expressions, has become widespread. The current generation, learning such a language, will be able to speak it, but will not be able to take into account and identify any features of the country of the language being studied. Communicating in this way with native speakers, you can come across many difficult-to-understand phenomena. As a result, this can lead to mutual misunderstanding between the communicants.

As U.I. Kopzhasarova, the phraseological fund of the language is a peculiar way of representing the national picture of the world, it is a reflection of the consciousness of the people of a particular country [3]. Therefore, if we want to be understood by native English speakers, the study and use of phraseological units in speech practice becomes a priority. The inclusion of phraseological units in English textbooks, books for reading, and collections of grammar exercises will develop students' educational, cognitive and communicative competencies with all components. This will give the opportunity to figuratively express and understand the culture of the country of the language being studied. Learning English

phraseological units can also make it easier to learn a second foreign language, as English has phraseological units borrowed from other languages.

Literature review. During this period of development of students, the already existing knowledge of the language expands, skills and abilities improve, and the degree of creative activity of students increases. Therefore, it would be logical at this level to introduce students to more difficult to understand linguistic phenomena. Acquaintance with phraseological units plays an important role in stimulating motivation to learn a foreign language. There are a large number of formulations of the meaning of the concept of "phraseologism". According to V.N. Telia, phraseological units arise "on the basis of such a figurative representation of reality, which reflects the everyday-empirical, historical or spiritual experience of a language community, which, of course, is associated with its cultural traditions, and the subject of speech activity is always the subject of national culture" [7].

E.F. Arsenteva notes that in terms of expression, phraseological units (phraseological units) represent a certain

structural and grammatical structure, constructed according to the models of free phrases or sentences that exist in a particular language [2]. According to A.V. Kunin, "phraseological units are stable combinations of lexemes with a completely or partially rethought meaning" [4].

N.M. Shansky called phraseologisms a stable combination of words similar to words in their reproducibility as ready-made and integral meaningful units [5]. N.F. Alefirenko gives a definition of the concept of "phrase" from the position of cognitive phraseology, from the point of view of frame semantics. Therefore, if we talk about the semantic structure of a phrase, then the frame is its cognitive substratum. It reflects a certain prototype, which was formed on the basis of past experience and correlated with generalized ideas about the stereotypical situation stored in memory [1].

I.V. Zykova understands phraseologisms as culturally determined signs that are formed under the influence of the concept sphere [8]. L.P. Smith widely considers the very concept of phraseology, paying attention in his work to adverbial formations, the combination of verbs with adverbs, proverbs, sayings, figurative expressions, and ellipse phenomena. According to Smith L.P., an idiom is a phraseological unit that is a speech anomaly that violates the rules of grammar or the laws of logic [6]. As you can see, in scientific circles there is no consensus on the concept of phraseology. Therefore, the study of this phenomenon is relevant today.

Research Methodology. In the textbooks of the English language of universities, the study of phraseological units is not given due attention. Most high school students are not familiar with English phraseological units and do not use them in speech practice. A good knowledge of the language, and even more so English, is impossible without knowledge of phraseology. Knowledge in this area can facilitate the study of literature in English. The key to the development of education at present is the use of a competency-based approach.

Therefore, one of the main goals of teaching a foreign language is the formation of communicative competence, the ability and willingness to communicate in a foreign language with native speakers of the language being studied. In other words, it is the practical knowledge of a foreign language. Readiness of students for foreign language communication is provided by various components of communicative competence, such as discursive, intellectual and personal readiness for communicative activity. In the process of teaching foreign languages, the formation of a secondary linguistic personality takes place. It serves as an indicator of a person's ability to fully participate in intercultural communication.

Analysis and results. In this article, phraseological units are considered from the point of view of grammatical structure, semantic characteristics, national and cultural specifics. The exercises presented in didactic materials for English teachers are analyzed. These materials are designed for teaching English at the levels of higher education. They can act as a practical tool for work in extracurricular activities.

When analyzing textbooks, we were guided by etymological (by origin), stylistic (bookish, colloquial, neutral or interstyle phraseological units), semantic (phraseological units that include anthroponyms, zoonyms, a color designation component, designations of names, etc.), from the point of view grammatical structure (nominal, verbal, adjectival, adverbial, interjectional), classifications. So, in didactic materials for teachers of English there are exercises for practicing phraseological units with a color naming component, zoonyms, anthroponyms, as well as phraseological units that have historical roots. As for the proposed exercises, we can distinguish two types:

1. Exercises for the formation and development of language skills (lexical, grammatical): - writing the correct meaning of idioms or searching for equivalents in Russian; - choice of the word or phrase most appropriate to complete the idiom; - choosing the correct meaning of idioms; - choosing the correct idiom to fill in the gaps; - an exercise in correlation.

2. Exercises for the formation and development of communicative skills in the main types of speech activity (reading, speaking, and listening):

- determination of the etymology of phraseological units;
- explanation of the meanings of idioms in English;
- a guess about the meaning of unfamiliar phraseological units in context;
- correlation of idioms with illustrations;
- comparative exercises;
- compiling a dialogue using the given idioms;
- modeling situations using appropriate idioms.

The correspondence exercises involve colloquial phraseological units such as: on the tip of one's tongue, to sleep on it, by the skin of one's teeth, serves sb. right, keep one's fingers crossed, boys will be boys, every little helps, be my guest, dump anywhere, beggars can't be choosers, to have a clue, this is on me, flattery will get you nowhere, to have second thoughts.

In the exercises for choosing the right word, idioms with color designation are practiced: as brown as a berry, green with envy, a bolt from the blue, green fingers, to tell a white lie, be blue in face, to give the red carpet, be yellow, white-collar workers, pink elephant, tickle pink, red tape, blue-blood, be a red herring.

In exercises to fill in the gaps with a suitable word, phraseological units containing body parts are worked out: sharp tongue, to put one's feet up, to play by ear, to live from hand to mouth, to make head or tail of it, to give sb the cold shoulder, to be all fingers and thumbs, to pay through the nose, by the skin of one's teeth, with one's tongue in his cheek, a stag party, to let the cat out of the bag, to have butterflies in one's stomach, the head of the family. In our opinion, such exercises may take a long time to complete, and students' interest may be lost.

In exercises for converting phrases into colloquial expressions corresponding in meaning, the following phraseological units are assumed: flogging a dead horse, let the cat out of the bag, hold my tongue, pulling your leg, butterflies in my stomach, a straight face, smell a rat, guinea pig, cold fish, bear fruit, my cup of tea, close your eyes, puts my back up, make a monkey out of him, with a pinch of salt.

In exercises where it is necessary to add one or another phraseological unit, the following are practiced: say 'Boo' to a goose, little bird told, mouth water, eat one's cake and have it, play cat and mouse, easy as pie, room to swing a cat, cat on a hot tin roof, frog in my mouth, cloud has a silver lining, of a feather, bear with a sore head, high flyer, Jack of all trades, Know-all/Smart aleck, lame luck, tear ways

3. Exercises for speech practice:

- selection of Uzbek equivalents for English phraseological units;
- restoration of a phraseological unit based on a keyword;
- completion of the idiom started by the teacher;
- compiling a dialogue that includes English idioms;
- students explain phraseological units in English to each other.

4. Audio exercises:

- listening to a phraseological unit on a sound recording and its consecutive translation into Russian;

- listening to the audio text and identifying phraseological units in it.

Watching a video material devoted to a particular phraseological unit, discussing other situations in which any phraseological unit can be used.

5. Interactive types of exercises with the inclusion of phraseological units:

- interactive conversation: students are divided into groups, get acquainted with the given situations and implement them using the required phraseological unit;

- role-playing game "Museum": students are divided into groups, where one of them will play the role of a guide in the museum and talk about some historical things, choosing the appropriate phraseological unit. The rest listen carefully and ask questions. This happens in turn with each group. The presented phraseological exercises, with the systematic use of them in English classes, will be of great benefit. When studying phraseological units, it is important to use visual aids, for example, cards with a literal image of a phraseological unit.

Conclusion and recommendations. Summing up, we concluded that the introduction of English phraseological units takes place only in textbooks for in-depth study of the English language and in special manuals. In this regard, the task of including phraseological units in teaching English in higher education remains very relevant. The study of phraseological units stimulates the formation of motivation in students to study foreign languages. Knowledge of phraseology can help students in forming an idea of the similarities and differences in the traditions of their country and the country of the language being studied. In the process of learning, oral and written speech is enriched, imagery of thinking in the target language is formed, the ability to recognize and use corresponding phraseological units in oral and written speech develops. Phraseologisms play an important role in the assimilation of lexical material, stimulate independent work with the language, and increase the internal motivation of students. In addition, the inclusion of phraseological units in English lessons will help improve the level of teaching in higher education.

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