

METHODOLOGY OF TEACHING PHRASEOLOGICAL UNITS FOUND IN
PRIMARY CLASS TEXTBOOKS TO STUDENTS (BASED ON PHRASEOLOGICAL
UNITS IN THE UZBEKI LANGUAGE)

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Abstract:

This article reflects on the characteristics of phraseological units, the problems of teaching them in primary classes, and also recommends a number of methods for increasing phraseological competence.

Keywords: vocabulary structure, lexical meaning, phrase, stylistic possibility, reading and native language textbooks, high school, student, form of phrase, phraseological material, "Phraseological tournament".

Introduction

The vocabulary of the Uzbek language is very rich and diverse. In addition to individual words with independent lexical meaning, our language also has fixed combinations-phrases that express lexical meaning. Their meanings are formed on the basis of the overall meaning of the words contained in them, and are preserved in the human memory as a whole and ready, and interact with other combinations as if they were separate words.

Phrases also serve as a means of communication and exchange of ideas in the language. At the same time, idioms are a branch of the language that shows the lexical and stylistic possibilities and wealth. In this sense, it is of great practical importance to learn phrases like words, to convey their specific aspects, speech activity, emotional-expressive tasks to students. However, mastering phrases poses some difficulties for elementary school students. Because there is no theoretical information about the expressions themselves, but there are a lot of expressions in the texts of elementary school reading and mother tongue textbooks. Of course, special work on phrases is carried out during the lesson, that is, some phrases are explained in the provided dictionaries. But it

cannot be said that this work always gives the necessary results. Students graduating from high school do not have enough vocabulary. This is because the phrase learning system has not yet developed to the level of a purpose-driven and rigorously designed system. The fact that the same amount of time is spent on teaching frequently used and rarely used expressions, that is, relatively difficult meaning and simple-looking expressions, the feature of learning exercises on expressions is not taken into account, causing difficulties in learning phrases.

As the student acquires the elements of the language during communication, they begin to encounter complex phenomena of the language. Students begin to think about the form and content of language phenomena. There are such concepts of the language, in particular, the Uzbek language, that require teaching based on special methods. Speech is not only a complex linguistic phenomenon, but it is also difficult to learn.

Phrases are a very complex and multifaceted phenomenon. Each phrase has a certain amount of meaning, form and application, and their form is also different. The form of the phrase means its phonetic, orthographic structure and grammatical forms. Compared to a lexeme, expressions differ in the size of their meanings and their polysemy. Such situations make it difficult to bring phrases into speech. Most students try to avoid using them in their speech as much as possible. The reason is that students do not always understand the meaning of expressions, they cannot understand their meaning. And this encourages to speak simply, simply, poor, in exchange for removing phrases from speech. In this sense, it is necessary to create an optimal method of teaching and learning phrases.

In our opinion, they are: 1) selection of phraseological material; 2) creation of active and inactive phrasemic vocabulary; 3) creating methods of interpreting phrases; 4) creating a system of exercises to help consolidate and remember phrases, etc.

The methods of forming phraseological competence in elementary school students can be effectively used in native and reading literacy classes. In the textbooks created on the basis of the project of the national curriculum, several exercises on understanding the meaning of phrases are given. But these exercises are focused only on the analysis of one or a phrase given in that lesson. The issue of developing a set of special linguistic exercises for the purpose of forming phraseological competence in the student is very urgent. Currently, the majority of elementary school teachers have no idea about the scope of developing and using such exercises, working on the vocabulary of phrases in general. In the article, we give examples of some of these types of exercises. Work on the vocabulary of phrases given in the text of the 2nd grade. A story will be given. In the process of analysis, it is recommended to work on a dictionary of phrases together with unfamiliar words.

In order to develop students' speech, it is necessary to use practical activities such as replacing the words given in the sentence with phrases, interpreting their meaning, comparing the increasing or decreasing levels of meaning in the teaching of phrases in the mother tongue and reading literacy classes. is appropriate. For example, U ishni oson bajardi. – U ishni xamirdan qil sug'urganday bajardi. Bu xushxabarni eshitgan onam juda xursand bo'ldi. – Bu xushxabarni eshitgan onamning chehrasi yorishdi. In the first of the examples, the idea is expressed in a simple, simple way, and in the second, the idea is given in an impressive, expressive, figurative way compared to the first. The level of meaning expressed in the first sentence increases even more in the second sentence, the meaning becomes stronger. It can be seen from the comparison of these

sentences that the phrases used make the purpose of the speaker clear and impressive, excite the speaker and the listener, and affect their mood.

In the process of text analysis in reading literacy classes, the following types of tasks can be used effectively in order to form the student's phraseological competence: illustration; creating a series of synonymous phrases; making a series of antonymous phrases; giving examples of phrases involving the words "head", "eye", "hand", "leg"; replace the given phrase with its meaning; find the missing part of the phrase instead of dots; correct the match; reflection exercises; Organization of "Phraseological Tournament", "Speak Battle" These tasks have a positive effect on the formation of the student's ability to use phrases. Starting from the 2022–2023 academic year, the creation and pilot testing of a new generation of textbooks was launched based on the project of the National Program. a separate hour is allocated for the student, assignments are given to develop listening comprehension and reading skills in the student. Tasks related to the analysis of expressions and practical introduction to them are also included.

In the passage from the novel "Riding the Yellow Giant" by O'tkir Hoshimov, given in the 1st grade "mother tongue and reading literacy" textbook: " Kichik singlimning oti – Donoxon. Hozir birinchi sinfda o'qiyapti. Oyimning aytishiga qaraganda, u katta bo'lsa, albatta, shifokor bo'larmish. Menimcha, undan shifokor chiqmasa kerak. Nega desangiz, ko'cha-ko'yda hamshiralarga **ko'zi tushib qolsa**, ukol qiladi deb, **tog'dan tog'ga qochadi**." Phrases were given in two places, and a discussion is written about why these phrases are highlighted and what they mean.

These exercises were used to develop the student's understanding of phraseological units from the 1st grade and explain their meaning. Studying phrases and using them in speech ensures that the student's speech is meaningful and beautiful. Students are explained with the help of examples that phrases are equal to one word and can be used instead of a phrase. For example, the meaning of the phrase " ko'zi tushib qolsa " is studied together with the children by putting the meaning of the phrase "when he looks" into that part of the story. Pupils replace each phrase with a word that represents the meaning of the phrase and discuss it with their peers. The teacher corrects the wrong words and analyzes them with the students. 1st grade students face some problems and difficulties in this process. Defects are eliminated and each process is worked on.

Such phrases are also given in 2nd grade textbooks and encourage the child to think logically.

What difference do you see in the following sentences?

Qiyinalganlariga **yordam qo'lini cho'zishni** o'z burchlari deb biladilar. – Qiyinalganlarga yordam berishni o'z burchlari deb biladilar.

Mahalladoshlar bilan bir oila a'zolaridek **qo'lini qo'lga berib** mehnat qilamiz. – Mahalladoshlar bilan bir oila a'zolaridek birgalikda mehnat qilamiz.

Ko'nglimiz **tog'dek ko'tariladi** – Juda xursand bo'lamiz.

The above expressions are also taught to the students by the meaningfulness and depth of thought, the extent to which the content of the sentence has changed. An example of this is the phraseological units given in another text, that is, in the story about Uncle Fyodor given in the reinforcement lesson. " Bir ota – onaning o'g'li bor edi. Uni Fyodor amaki deyishardi. Nimaga desangiz, u juda bama'ni, o'zini- o'zi eplaydigan pishiq – puxta bola edi. Fyodor amaki to'rt yoshida kitob o'qishni o'rganib oldi, olti yoshida esa sho'rvasini o'zi qaynatib ichadigan bo'ladi. Xullas, u juda yaxshi bola edi. Ota – onasi ham yaxshi odamlar edi. Yaxshilikka hammasi yaxshi edi-yu,

faqat bitta chatog'i bore di: hayvonlarni ayasining jini suymasdi. Ayniqsa, mushukni **ko'rarga ko'zi yo'q** edi. Fyodor amaki bo'lsa, aksincha jonivorlarni yaxshi ko'rardi. Shu sababdan oyisi bilan ko'pincha chiqisholmas, tez- tez g'ijillashib turar edi"

The phrase " **ko'rarga ko'zi yo'q** " in this text also attracts the child's attention. When discussing together with the students, different words are replaced, and the children are also asked and told whether their answers are correct or incorrect. At the end, the teacher chooses the most optimal option and explains it to the children. It is said to what extent the content of the phrase has changed or remained. Only then will the child understand what synonymy is between a phrase and a word, and concepts will appear about it, and the first steps towards phraseology will be taken.

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