

METHODOLOGICAL TECHNIQUES TO THE USAGE OF PHRASEOLOGICAL UNITS IN ENGLISH CLASSES

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ABSTRACT	KEYWORDS
The article explores the significance and challenges of teaching phraseological units in English language classes. It emphasizes the cultural and linguistic value of idiomatic expressions, which not only enrich students' vocabulary but also enhance their linguistic and communicative competencies. The study outlines effective methodological techniques tailored to different educational stages—primary, middle, and high school. These techniques include the use of creative activities, phonetic exercises, and contextual analysis to facilitate understanding, memorization, and application of idioms. Special attention is given to the translation methods of phraseological units, highlighting the importance of preserving their figurative meaning. By integrating phraseological units into the curriculum, the article aims to improve students' pronunciation, grammar, and overall fluency in English, while fostering a deeper appreciation of language and culture.	Phraseological units, English language, students, skills.

Introduction

Phraseology represents the treasure trove of language and culture. Phraseological units impart a unique flavor that distinguishes one language from another. They enrich speech not only quantitatively but also qualitatively, as they can clearly and figuratively express the essence of complex phenomena. However, these speech units can pose challenges for foreign language learners. The risk lies in the fact that phraseological units, which are easily understood by native speakers, may not be recorded in dictionaries and can combine both bound and free usages. Therefore, it is crucial to teach students to recognize phraseological units in texts and find appropriate translation solutions.

Neglecting the nuances of translating phraseological units can lead to mistakes and a loss of imagery, often altering the meaning of the text. As noted by T.A. Kazakov, a significant feature of phraseological units is the partial or complete discrepancy between the content and expression plans, which determines their specificity [1; 127]. This specificity influences the choice of techniques and methods for their translation.

“The optimal translating solution when translating phraseological units is to search for an identical phraseological unit in the target language. It should be noted that direct correspondences between Uzbek and English are very limited. If there are no direct matches, the original phraseological unit can be translated by finding a similar phraseological unit that shares a common original meaning but is

constructed on a different verbal basis. It is essential to consider that phraseological units that may seem similar in meaning but differ in form across languages often carry different emotional and associative connotations and are not always interchangeable” [1; 140].

When there are no identical or similar phraseological units in Uzbek, and literal translation is not feasible, a translation-explanation of the figurative meaning may be employed, effectively turning a stable phrase into a free one. This type of translation strips phraseological units of their figurative and associative properties. An acceptable method for translating phraseological units, although less effective, is tracing.

The study of English phraseology occurs at all educational stages: primary, secondary, and high school. The internal connection between these stages ensures students’ successful mastery of the topic. This topic is utilized at each stage to expand vocabulary, yet each learning stage carries distinct goals, methods, and teaching techniques.

At the primary school level, game activities with cards and creative mini-projects are most effective. The topic of translating phraseological units containing elements of natural phenomena can be easily linked with school curriculum topics such as “Weather” and “Seasons.” By learning these phraseological units, children can engage in playful activities while studying two subjects simultaneously. Linguistic research has shown that phraseological units become firmly embedded in memory; the memorization process is facilitated by various consonances, rhymes, and rhythms. Additionally, phraseologisms can be used to introduce new phonetic phenomena and perform exercises to consolidate and repeat new phonetic material during phonetic exercises.

In the middle classes, the use of phraseological units enhances students' auditory-pronunciation and rhythmic-intonation skills. At this stage, pronunciation skills become automated as students learn to divide sentences into syntagms and determine logical stress. The topic of translating phraseological units that contain elements of natural phenomena can be linked with broader curriculum topics such as “Holidays,” “Weather,” and “Clothing.” More complex idioms can be introduced during this period. Students should also be introduced to the types of translation of phraseological units and their distinctive features through dialogic speech, essays in English, and independent exercises.

In high school, phraseological units are employed in teaching grammar and regional studies. They serve as tools for expressing thoughts while contributing to the automation and activation of grammatical forms and structures. Special attention should be given to translating phraseological units with elements of natural phenomena when discussing serious topics such as “Adolescent Problems,” “Politics,” “Tolerance,” and “Media.” At this stage, students should be capable of independently analyzing phraseological units, translating them accurately while considering their specifics, tracing their origins, and explaining their meanings effectively. The ability to apply phraseological units correctly in dialogic speech and construct competent, emotionally expressive sentences becomes a crucial skill for high school students.

Phraseological units are particularly effective as phonetic exercises at the beginning of a lesson when introducing new phonetic material or reviewing it. They also aid in developing students' monologue speech through problem situations or discussions about the meanings of specific proverbs. The benefits of introducing phraseological units are especially evident in teaching pronunciation and creating challenging sounds. As Yu.A. Dementenko notes, pronunciation skills become automated while students learn to divide sentences into syntagms and determine logical stress [3; 1]. Thus, using phraseological units in teaching pronunciation is both appropriate and effective.

Moreover, phraseological units play an indispensable role in teaching the grammatical aspects of speech. The ability to combine words correctly and modify phrases according to communicative situations is essential for effective language use. In practice, phraseological units often perform an incentive function, helping express wishes, requests, advice, warnings, or permissions in communicative situations.

By learning new phraseological units, students enrich their vocabulary while teachers can focus on relevant grammatical aspects for each lesson by compiling specific selections of phraseological units.

For example:

- Verbs:

- *to think someone hung the moon* (kimnidir mukammal deb hisoblash)
- *persuade someone that the moon is made of green cheese* (kingadir ochiq-oydin bema'niligini isbotlash)
- *reach for the moon* (aql bovar qilmaydigan cho'qqilarni zabt etishga intilish)

- Articles:

- *to ask/cry for the moon* (imkonsiz narsani talab qilish)
- *once in a blue moon* (kamdan kam)
- *in the eye of the storm* (voqea markazida bo'lmoq)

- Comparative Constructions:

- *feel right as rain* (o'zini ajoyib his etmoq)
- *welcome as snow in harvest* (biror kishining kelganini yoqtirmaslik)
- *pure as the driven snow* (birinchi qordek pokiza va beg'ubor)

Conclusion

Integrating phraseological units into English lessons across various educational levels not only enriches students' vocabulary but also enhances their linguistic skills in pronunciation, grammar, and communicative competence. Incorporating phraseological units into English language teaching is an effective way to enrich students' vocabulary, enhance their linguistic skills, and deepen their understanding of cultural nuances. These units provide learners with opportunities to improve pronunciation, grammar, and communicative competence while fostering creativity and analytical thinking. Tailoring teaching methods to the specific needs of primary, middle, and high school students ensures that phraseological units are introduced progressively and effectively. By mastering these expressions, students not only become more proficient in the language but also develop a better appreciation for its cultural and idiomatic richness. The successful integration of phraseological units into language instruction prepares students for real-world communication and helps them engage with English on a deeper and more meaningful level.

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