

TEACHING PHRASEOLOGISMS THROUGH INTERACTIVE METHODS

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Annotation: In this article, it is noted about the study of the problems of teaching phraseological units in the English language and the forms of organization of modern lessons that are being developed in this regard. A system of exercises, a text translation method, and an interactive teaching method have been developed. Theories of language learning emphasize the need to learn phraseology as a part of vocabulary. Detailed information is given on how the essence of a phraseological unit, its components and its different interpretations depending on the understanding of the size of the phraseology are given.

Key words: Phraseological units, idiom, interactive method, linguistics, lexicon, zoonyms, florionyms, speech exercises, method of text translation.

A modern lesson should be based on state education standards and focused on active and conscious acquisition of knowledge defined in the program. It is known that the requirements of the state educational standards represent the minimum knowledge and skills that every student in the audience should have. Today's lessons should serve students for independent thinking, debate and self-analysis, apply the acquired knowledge in practice, and develop the student's thinking. Now we talk a lot about new pedagogical technologies. Pedagogical technology means the educational process controlled by the teacher. The main goal of new pedagogical technologies is to provide students with effective knowledge, to raise them to become well-rounded people worthy of our independent Motherland. Today, among the modern teaching methods, the main focus is on interactive methods. The use of interactive methods in lessons is one of the most effective methods. It is advisable to use interactive methods in teaching phraseology. English is a highly idiomatic language, and English speakers use a lot of idiomatic expressions in various fields, including media, literature, and conversation. Most English as a foreign language textbooks suggest studying idiomatic expressions in groups, such as color idioms, body idioms, food idioms, sports idioms, music idioms, etc. Linked vocabulary items are easily divided into distinct categories, facilitating the learning process at the same time. and foreign language use efficiency. English is a highly idiomatic language, and English speakers use a lot of idiomatic expressions in various fields, including media, literature, and conversation. Most English as a foreign language textbooks suggest studying idiomatic expressions in groups, such as color idioms, body idioms, food idioms, sports idioms, music idioms, etc. The "connected" elements of the vocabulary are easily divided into very specific categories, which facilitates the learning process at the same time. Vocabulary, which is an important element of culture, is at the same time an indicator of students' fluent and effective use of a foreign language. English is a highly idiomatic language, and English speakers use a lot of idiomatic expressions in various fields, including the media, literature, and conversation. In most textbooks of English as a foreign language, it is suggested to study phraseological units in groups such as currency, color, body, food, music expressions. because idioms are "culturally bound" items of vocabulary that easily fall into different categories and at the same time facilitate



the learning process. Lexis and syntax or vocabulary (phraseology as part of vocabulary) and grammar have traditionally been considered discrete aspects of language in teaching, but many scholars from different theoretical camps within applied linguistics and second language acquisition argue that the two are in fact inseparable. The importance of phraseological research is constantly discussed as it shows the interrelationship between language and society. In speech, phraseological units have connotations related to feelings and values. Connotation is determined only by the social, ideological attitude of the speaker, so the evaluation component of such connotation has a subjective nature. Knowledge of English phraseological units, proverbs and sayings enriches students' vocabulary, helps them understand the figurative system of the English language, and expands language culture. "But if we want to accurately describe the semantic usage that belongs to the language accepted and described in any speech community, we must not only describe it. We can achieve this result only by applying collective judgments accepted by the community, so we have to do it. Considering that the same thing can have different definitions in different civilizations, this issue has been raised in a very general way by classical linguists and philosophers looking for their logical location and placing them in a more meaningful learning context for foreign language learners, researchers have devoted themselves to the search for a certain systematicity in idioms we consider it, because scientists emphasize that it is the cornerstone of the lexicon of any language. As Melczuk points out, "In any language, people do not speak with particular words, but with certain phrases" [cited in Fernandes]. Therefore, word knowledge implies knowledge of syntagmatic combinations or words that accompany it. These ready-made units are considered very difficult by non-native speakers because they are traditional ways of expression. The purpose of the developed methodology is to help students work on the text, to choose the correct translation of phraseological units and to determine the ways of correct translation of phraseological units, to correctly analyze the meaning of phraseological units. "Press conference" lesson. The teacher should prepare in advance to conduct the lesson in the form of a press conference, that is, get to know the potential of students of this or that group. In the lesson conducted in this way, students in the group are divided into two teams. The teacher consists of groups of "press staff", i.e. "reporters" and "responsible staff", and answers the students' questions in groups divided into two teams. In the next lesson, the students should be reminded of the topic, compose questions for "reporters" on this topic, and "responsible employees" should study the topic to the extent that they can answer the questions of "reporters". ". "Discussion lesson". When using this method, 10 phraseological units are selected on the topic, they are announced to students 3-4 days before the lesson. After the students translate the phraseological units, two students Jury members will correctly translate phraseological units, evaluate their meaning and announce the result. Give the students 3 minutes to complete the task Time is given for them to grow. The lesson "Who is higher". After passing a certain part of the lesson, the learned knowledge is mastered more deeply with the aim of repeating the "who increased" lesson. It is understood that the teacher should show his knowledge of proverbs, sayings and expressions related to the topic taught before the lesson to his students. If one of the students on the topic is the first to fully explain the translation of phrases and proverbs, that student is considered the winner.



In the lesson, we can also use the "Analogy" type of game, which is considered an interactive type of game. In this lesson, each student is given one English phrase or proverb on a separate sheet, and the student is asked to write down this phrase or proverb in order to find its analogue, that is, in terms of meaning and content, within 1 minute.

Who will guess first? The group is divided into two teams. The teacher writes a sentence on the board, and students must find a phraseological unit and translate it, if the student can translate the phrase correctly, he gets a point. The student who gets the most points wins. In 1985, the Coca-Cola Company released a new cola. It was a real dog and had only been in stores for a few months; Anne was cool as a cucumber when she received the award from the President of the United States; I begged and cried to go to the party, but my dad said I was crying crocodile tears; Carrying flowers to a florist's daughter is like carrying coal to Newcastle; Come quickly! Your brother ate a banana. "Repeat" game. This exercise is devoted to the development of phraseological units known or previously mentioned to students. The student becomes a blackboard. The teacher writes the phraseological unit on the board, and other students in the group understand the meaning of the phrase with a paraphrase of synonyms for the student on the board, and the student has to find the same phrase himself.

For example, the teacher writes the following phrase on the board: "to break the news" and other students bring the meaning of this phrase to inform something in English, to tell someone important news. Below are examples. (Eyeball, cook your goose, in short, buy a pig)

A game of "Who's the best?" The student goes to the board, chooses one of the prepared cards and gives an idea about the meaning of the phrase without preparation. Other students will have to determine which phrase it is based on its meaning. Whoever collects the most balls is the winner. Below are examples.

Any possession that is useless, unwanted or costs a lot of money is a white elephant

A seemingly harmless but dangerous person is a wolf among sheep

A dog's life is a gloomy, rough, terrible existence without much happiness and freedom

Something sudden, unexpected and amazing - a bolt from the blue

Immediately, simultaneously, without delay, at any moment - at the drop of a hat

The advantage of these methods is that the whole activity helps students to think independently and express their opinion correctly.

In short, students will develop an understanding of translation methods, as well as the ability to translate phraseological units that reflect the national-cultural characteristics of the people, and the ability to reflect the content of the translated text, as well as reduce the number of untranslatable idioms. It should be remembered that exercises aimed at improving translation skills should be carried out step by step. The successful results achieved in teaching phraseological translation allow to consider the recommended method of teaching phraseological translation as effective for high school students.

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