

THE ROLE OF TEACHING PHRASEOLOGICAL UNITS IN FOREIGN LANGUAGE LEARNING PROCESS

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Annotatsiya. Ushbu maqolada frazeologik birliklar va ularning chet tilini o‘qitishdagi ahamiyati haqida so‘z boradi. Frazeologik birliklarning qo‘llanilishini takomillashtirish yo‘llarini, frazeologik birliklarni o‘zlashtirish va o‘qitish/o‘rganish usullarini chet tili darsi kontekstida ko‘rib chiqilgan. Asosiy e‘tibor iboralarni o‘zlashtirish jarayonlari va strategiyalariga qaratilgan. Natijalar shuni ko‘rsatadiki, til o‘rganuvchilarning iboralarni tushunish darajalari ustida ishlash kerak. Har bir o‘qituvchi barcha talabalar noyoblighi va turli yo‘llar bilan o‘rganishlarini yodda tutishi kerak, ammo ba‘zi umumlashtirishlar darslarni rejalashtirishda foydali bo‘lishi mumkin.

Kalit so‘zlar: frazeologik birlik, o‘quv jarayoni, sotsial-madaniy kompetentsiya, lingvistik-madaniy mazmun, xorijiy madaniyat, ta’lim aspekti.

Аннотация. В данной статье речь идет о фразеологизмах и их значении в обучении иностранному языку. Предпринята попытка рассмотреть пути совершенствования использования фразеологизмов, способы усвоения и преподавания/изучения фразеологизмов в контексте занятий по иностранному языку. Основное внимание уделяется процессам и стратегиям усвоения устойчивых фраз. Результаты показывают, что следует улучшить понимание фраз учащимися. Каждый учитель должен помнить, что все ученики уникальны и учатся по-разному, но некоторые обобщения могут быть полезны при планировании занятий.

Ключевые слова: фразеологизм, процесс обучения, социокультурная компетентность, лингвокультурное содержание, иностранная культура, образовательный аспект.

Annotation. This article deals with phraseological units and their importance in foreign language teaching. Here an attempt is made to look at the ways of improving the use of phraseological units, modes of acquisition and teaching/learning of phraseological units in the context of foreign language classroom. The focus is made on the processes and strategies of acquiring set phrases. The results indicate that we should improve learners' phrase comprehension. Every teacher should have in mind that all students are unique and learn in different ways but some generalizations can be helpful when planning lessons.

Key words: phraseological unit, learning process, sociocultural competence, linguistic-cultural content, foreign culture, educational aspect.

How to preserve an interest of students in foreign language over the whole period of studies? This question is been widely debated in methodological literature of recent years. Bringing into teaching process the studying of phraseological units, proverbs and sayings, plays a significant role in maintaining a motivation in foreign language learning. Mind you, that, examples of this type assuming ever greater position in foreign language teaching process. By virtue of these parts of linguistics, students familiarize themselves with refinements of target language and accumulate supplementary knowledge. The content of phraseological units should be meaningful, intelligible for students and should carry some decisive novelty. Studying of phraseological units at classes, give rise to necessity of subsequent self-reliant acquaintance with relevant materials for students. For the most part, set phrases may support in maintaining the motivation.

Set phrase or phraseological unit – is a stable in composition and structure, lexically indivisible and coherent in meaning word combination, which act as separate lexeme (word unit). It is a phrase that is commonly used within a given culture and understood to have a meaning different from its literal meaning.

Glucksberg states that “what sets phraseology apart from most other fixed expressions is their ‘non-logical’ nature, that is, the absence of any discernable relation between their linguistic meanings and their idiomatic meanings” [2]. So far, there are a lot of similar definitions and terms used to describe the same language phenomenon.

Phraseological units are very common in both written and spoken language. Lundblom and Woods write that set phrases “appear in conversation, print (magazines and newspapers), and media (movies, radio, and television)” [3]. Consequently, since phraseological units are such a big part of most languages, students should learn them in order to be fluent in the target language. Burke goes as far as claiming that there is “absolutely no way a nonnative speaker of English could fully understand an American movie, TV show, news broadcast, or even a typical conversation without help because our language is loaded with nonstandard English, i.e., slang and idioms” [1]. He explains that if nonnative speakers do not understand these phrases, they will never be able to completely integrate and, instead, they will always be outsiders. Additionally, it seems phraseological units are difficult to learn and comprehend. The complexity of this area within language learning is another reason why teachers need to explain and teach set phrases to students.

One of the primary aspects, in foreign language teaching, is comprehensive approach, which pursues integrated realization of practical, educational and developmental purposes; at the same time, educational and developmental objectives are attained in process of practical acquisition of foreign language. Disregarding of any of these facets creates an appreciable loss: cognizable aspect does not develop motivation, developmental aspect does not facilitate the process of mastering of speaking skills, educational aspect does not implement as well: speech competence, skills or abilities themselves do not affect on personality formation. It is improper, if teaching process is not concentrated on molding of personality, but is directed only at becoming proficient in speaking or reading. In detection of teaching purpose should be named not only skills, but also functions, which a person could perform relying on

these skills. Learners in process of learning should «accept» these functions and realize their relevance. Accordingly, practical orientation of teaching consists in social content of purpose. In addition, the instructional goal of foreign languages encloses linguistic-cultural, pedagogical and psychological content. The specificity of phenomenon “foreign language” is revealed in multidimensionality. This implies that in identification of instructional goal content it is impossible to lose any of the aspects of this content.

Thus, what do we teach, whilst training the foreign language? I. Y. Lerner defines teaching, as transference of culture to young generation. Conformably the subject «foreign language» carries foreign culture. Foreign culture – is that, what the process of acquirement of foreign language in training, cognitive, developmental and educational aspects can bring to students.

To conclude, there are at least two main arguments in favor of teaching phraseological units in foreign language classroom. Since set phrases are so common in everyday language use, and since they seem difficult for foreign language students to learn, “as educators, we need not promote the actual use of slang, idioms ... but we do have a responsibility to familiarize the nonnative speaker with this type of language” (Glucksberg). Idiomatic usage of language can allow the learner to speak or write fluently. Therefore, the learning of phraseological units can be considered as an integral part of vocabulary learning.

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