

FORMATION OF LEXICAL SKILLS THROUGH PHRASEOLOGY IN KARAKALPAK AND ENGLISH LANGUAGES

INGLIZ TILIDA FRAZELOGIYA ORQALI LEKSIK KO'NIKMALARNI SHAKLLANTIRISH

Nargiza Sarsenbayeva

Teacher of department of
"Philology" ISFT Institute

Annotatsiya

Frazeologiya har qanday tilning ajralmas qismi va o'ziga xos xazinasini sifatida tilning shakllanishida beqiyos hissaga ega. Ushbu maqolada ingliz tilida frazeologiya orqali leksik ko'nikmalarni shakllantirish va gapning sarmazmun, ta'sirchanligini yanada oshirish kabi masalalar yoritib berilgan

Kalit so'zlar

frazeologiya, iboralar, leksik ko'nikma, gap birikmasi, madaniy aspekt, ingliz tili, kompetensiya, muloqot.

Currently, there are many works in linguistics devoted to phraseology, primarily the semantics and structure of phraseological units, as well as phraseology as a component of the linguistic picture of the world. Of considerable interest at the moment is the inclusion of phraseological units in the process of teaching a foreign language, since recently the teaching of the so-called "schematic" English has become widespread, i.e. without the use of realities and figurative expressions. Learning in this way, the current generation will be able to speak

English, but will not be able to take into account and understand any features of the culture of the country of the language being studied, which may lead to mutual misunderstanding of communicants.

One of the priorities of society is the study of foreign languages, where the purpose of teaching is the formation of communicative competence, which is impossible without the formation of lexical skills in students. Undoubtedly, the use of phraseological units in the practice of teaching English will contribute to the better development of this subject, expanding the vocabulary and knowledge of the language. It is worth considering that the study of idioms is an additional source of regional knowledge. The formation of lexical skills with the help of phraseological units in English lessons enrich speech, making it more lively and diverse. After analyzing the theoretical aspect, we made the following conclusions: vocabulary is an integral part of the formation and development of speech skills, phraseology and culture are integral, complementary concepts. There are different views on the types of phraseological units belonging to such linguists. The classification should look like this:

1. Phraseological splices.
2. An intermediate category between phraseological units and phraseological splices.
3. Phraseological units.
4. An intermediate category between phraseological combinations and phraseological units.
5. Phraseological combinations.

In the matter of phraseology, it is important to note five lexical and grammatical categories: nominal, verbal, adverbial, adjectival and interjective[1].

Many linguists have been classifying phraseological units, trying to find new signs for separation.

One of the most common classifications is thematic. On the basis of combining phraseological units on a thematic basis, objectively existing groupings of objects and phenomena of the subject world are reflected. There are special groups of phraseological units containing the names of animals, plants, and reflecting human activity, relationships between people, household items, etc.

Consequently, the relevance of the problem of teaching phraseological units is explained by the need for students to enter into a dialogue of cultures, which implies the study of background or non-equivalent vocabulary. Being this type of vocabulary, phraseological units contain unique country-specific material, including history, geography, politics, as well as traditions and customs of the country of the language being studied. The development of socio-cultural competence of students is one of the guidelines in teaching a foreign language, therefore, the regional aspect of learning a foreign language is mandatory.

In linguistics, there are opposing views on the essence of phraseological units, their roles in a sentence and the relationship of components within them. For example, according to A.I. Molotkov, a phraseological unit consists "not of words, but of components that have lost the signs of the word"[2]. This means that phraseology is not a phrase either in form or in content, since there are no lexical and grammatical connections between the components within the phraseological unit.

According to A.V. Kunin, "phraseological units are stable combinations of lexemes with fully or partially reinterpreted meaning" [3].

The formation and composition of phraseological units is one of the main factors that cause many discussions and discussions by linguistic scientists. In particular, according to the linguist B.Yuldashev: "Phraseological compounds consist mainly of combinations of words, in other words phraseologisms are a separate unit of language, equal in structure to a free link or sentence"[4].

From the points above, it can be seen that some phraseological units are used with the translation of the lexemes in their composition preserved, and some others with the translation completely changed.

At the same time, it is generally recognized that phraseology is a stable combination of words, which in lexical meaning is equal to a word, and that in speech it is reproduced in a ready-made form and in a sentence acts as one member of a sentence.

Having considered various approaches to the definition of the concept of a phraseological unit, it is possible to distinguish its distinctive features:

- integrity in meaning and separateness in structure;
- reproducibility in speech (the unit is reproduced in a ready-made form);
- stability (constancy of the component composition);
- idiomaticity (non-derivability of the integral meaning from the meaning of the parts of this whole);
- imagery (at the heart of the phraseological unit there is a certain image, the people's idea of the situation);
- untranslatability (one can only find a correspondence to some units in another language or make a literal translation).

The teacher needs to continuously find sources of regional knowledge, and the phraseological fund of the language helps to facilitate this task. The most important feature of phraseology is that it is a unique treasure trove of language, which preserves the historical and mental heritage of the people and forms a certain picture of the world. Thus, the study of phraseological units contributes to the expansion of regional knowledge and understanding of national stereotypes.

The use of phraseological units in the English lesson also undoubtedly provides interest, motivation, activity of students and develops emotional expressiveness and expressiveness of speech. With the help of phraseological units, you can express your own thoughts and feelings in a concise and concise form. The study of phraseological units helps students to learn the figurative structure of the language and develop such mental processes as memory and thinking, because you need to be able to guess the meaning of certain stable combinations [5].

Achieving a high level of development of lexical competence is manifested in the fact that a person easily uses a sufficiently large lexical stock both in direct and indirect communication, adequately using phraseological phrases, proverbs, sayings typical of native speakers. We can supplement the definition of lexical competence by including in the list of characteristics a confident knowledge and use of the polysemy of the studied language, various contexts of the use of lexical units, idiomatic, slang, humorous expressions and culturally marked vocabulary. In turn, we also consider lexical competence as the ability to determine the contextual meaning of a word, the structure of meaning, specifically national in the meaning of a word, to compare the volume of meanings in two languages. Nevertheless, despite the variety of definitions presented, this concept would be incomplete if it covered only lexical knowledge, skills and abilities, therefore, undoubtedly, lexical competence, being a complex structural education, also includes language, speech experience and personal qualities of students. The learner's foreign language lexical competence turns out to be the linguistic basis of his communicative competence. They can be considered as a dynamic unity: lexical competence develops in the process of an individual's communicative activity, and communicative competence improves as lexical competence develops - that is, their development is interdependent, which should be reflected in the applied methodology of teaching a foreign language.

Mastering socio-cultural competence performs an important function of optimizing the achievement of the main goals of teaching a foreign language: familiarization with a different culture, increasing the general level of education, expanding horizons[6].

In addition to the rich country-specific material, another interesting uniqueness of phraseological units is their generality, due to which it is possible to include phraseological units in the educational process at all stages of training.

There are numerous exercises for learning phraseological units of the English language. They are divided into:

1. Language exercises. They are aimed at students' assimilation of the meaning of the language form. This type of exercises is used at such stages of lexical skill formation as the presentation of a group of phraseological units; comparison of phraseological units in English and Uzbek; recognition, understanding and memorization of phraseological units. In English textbooks, such types of language exercises are most often used as:

imitative, substitution, transformation exercises and exercises for filling in gaps.

2. Speech exercises. These exercises serve to firmly assimilate and consolidate phraseological units in memory. This type of exercises is divided into pre-speech and speech. In pre-speech exercises, the choice of language means is limited, and in speech exercises, the student decides for himself which language means should be used. Language exercises are the following types of exercises:

- listening to the dialogue and highlighting the phraseological units that have sounded;
- comparison of the proposed English phraseological units and their equivalents in Uzbek;
- substitution of missing components of phraseological units;
- replacing expressions with synonymous phraseological units.

Pre - speech exercises include:

- translation of phraseological units;
- formation of phrases and sentences from the proposed set of words;
- the use of the studied phraseological units in specific situations.

Lexicological and phraseological skills are formed with the help of special exercises:

- common in the study of each lexical concept;
- private, specific to each lexical phenomenon. Let's focus on general exercises:
 - finding the lexical phenomenon being studied among words in a phrase, in a sentence, or in a connected text (according to a sample and without it). To perform this exercise, students must know the distinctive features of each of the lexical phenomena;
 - selection of examples illustrating the lexical phenomenon being studied. The words for this exercise are selected by students either from printed sources (textbooks, dictionaries, newspapers), or from memory;
 - definition of the role of the studied lexical phenomenon in the text. With the help of this exercise, conditions are created not only for fixing the functional properties of the studied lexical phenomena, but also for understanding the visual and expressive means in the studied works of art;
 - grouping of lexical phenomena under study. To perform this exercise, students must be prepared by establishing a single basis for dividing words into groups;
 - finding and correcting lexical errors. The material for this exercise is groupings of lexical phenomena composed not on the same basis, or groupings composed by the students themselves with errors.

When teaching the grammatical side of speech, phraseological units can also play a big role. Having compiled the correct selection of phraseological units, you can focus on the grammatical aspect that is relevant in this lesson.

For example, to look like a million dollars – million dollarga o'xshab (kamnamo), as like as two peas – quyib quygan ikki tomchi suvdek (o'xshash). kick the bucket – chelakni tepish (hayotdan ko'z yummoq).

In the methodology of vocabulary and phraseology, as in other sections of the methodology of learning a foreign language, general didactic principles are used (visibility, consciousness and activity, accessibility and feasibility, systematicity and consistency, strength, connection of theory and practice, scientific nature) and special principles arising from the peculiarities of the studied lexical and phraseological phenomena [7]. When teaching phraseological units, the following teaching tools are used: textbook; tables and handouts; flashcards; filmstrips and transparencies; explanatory dictionaries. In general, they make up the necessary complex. Only their combined use by the teacher is able to ensure the implementation of the tasks set in connection with the study of phraseological units.

As a result of studying vocabulary, students should be able to: interpret the lexical meanings of known words; recognize the lexical meaning of the word in which it is used in context (in a phrase, sentence, in the text); find phraseological units in the text; in certain cases, determine the figurative and expressive role in texts of different styles of phraseological units; use in speech in if necessary, the studied phraseological units.

To control the assimilation of the listed knowledge and the mastery of these skills, it is necessary to use both oral and written forms of verification [8]. The current test of knowledge on vocabulary and phraseology and lexical skills is implemented during the survey. Along with the questions, it is advisable to offer special tasks. In order to test the educational and linguistic lexicological skills, you can offer the following types of exercises to perform: find such and such lexical (phraseological) phenomena in the text (in the dictionary); group words, including the same lexical or phraseological phenomena in one group; compose phrases or sentences with these phraseological units.

Simultaneous testing of knowledge in vocabulary and phraseology, as well as educational and linguistic lexicological and phraseological skills occurs when studying non-lexical material. It is necessary in order to maintain students' knowledge and skills at a sufficiently high level and, if necessary, to carry out work on time aimed at consolidating them. When formulating questions and giving students assignments, it is necessary to take into account, firstly, the tasks of students' comprehension of the studied material on vocabulary, and secondly, the possible connection of lexical and phraseological phenomena with the grammatical material being studied. When repeating what was passed at the end of the topic, attention is focused, firstly, on reproducing the knowledge gained about the studied phraseological units, secondly, on clarifying students' understanding of the systemic relations between lexical and

phraseological phenomena and the dependence of their use on the scope of the language, thirdly, on checking the level of educational and linguistic skills.

To check the level of educational and language skills, you can use the following types of exercises: find certain phraseological units in the text (or pick up from memory) and justify your answer; group these words and phraseological turns on the relevant phenomena; to make sentences (or a small text) with these phraseological units so that their specificity is clearly understood in them; to determine with the help of an explanatory dictionary the meaning, origin and use of these words and phraseological units [9].

When repeating what was passed at the end of the year, students' knowledge of phraseological phenomena, their connections with each other and with non-lexical material, as well as the level of educational and language skills are checked. Educational and linguistic skills are tested by lexical analysis of the text, during which students find certain lexical and phraseological phenomena in it and justify their answer.

Every day the teacher is faced with the question of which material to choose for the lesson in order to make the process of learning a foreign language interesting, easy, informative and thereby increase the motivation of students. One of the successful ways to solve this problem is the use of phraseological units in the lesson. They can be introduced into the educational process at different stages of training. Lexico-grammatical saturation of phraseological units allows not only to focus on a certain grammatical aspect, but also to use stable phrases to enrich the lexical stock[10]. Due to the fact that the same saying or proverb can be interpreted in different ways, students learn to express their own thoughts and feelings, and the need for search tools for equivalent translation of expressions into their native language develops translation skills and abilities. Thus, phraseology is not only a culturally informative source, but also contains a wealth of linguistic material that allows on its basis to study various aspects of phonetics, vocabulary and grammar of a foreign language.

References

1. Karimova Z. S. The problem of defining phraseology in modern linguistics / Z. S. Karimova // Bulletin of the Bashkir University. - 2008. - No. 3. - pp. 78-81.
2. Molotkov A. I. Fundamentals of phraseology of the Russian language. / A. I. Molotkov. - L.: Nauka, 1977. - 283 p.
3. Kunin A.V. The course of phraseology of the modern English language / A.V. Kunin. - Moscow: Higher School, 1997. - 381 p.
4. Йўлдошев Б. Фразеологизмларнинг адабий тил нормасига муносабати // Ўзбек тили ва адабиёти. - 1992. - № 3-4. - Б. 37-42.
5. Alexandrov K.V. Working with a software package for teaching the lexical side of foreign language speech: A manual for students. - Nizhny Novgorod: NGLU named after N.A. Dobrolyubov, 2008. - 189 p.

6. Sadullayev F. B. INNER CHARACTERIZATION OF THE MAIN CHARACTER IN THE NOVEL "THE WINGS OF THE DOVE" BY HENRY JAMES //Conferencea. – 2022. – С. 132-135.
7. Milrud R. P. Communicative competence as students' readiness to communicate in a foreign language / R. P. Milrud // Language and culture. – 2017. – №. 38. pp. 250-268.
8. Pavlova E. A. Proverbs and sayings as a multifunctional methodological tool in teaching a foreign language / E. A. Pavlova // The first of September. – 2006. – № 15.
9. Sadullaev F. B. The importance of giving feedback in EFL classes //Теория и практика современной науки. – 2018. – №. 11 (41). – С. 404-406.
10. Alimkulova Z. Ingliz tilida frazeologik birliklarning leksik-semantik xususiyatlari va o'ziga xos til birligi sifatida // Ученый XXI века. 2022. №5-1 (86).