

Usage of New Methods in Teaching Phraseology

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ABSTRACT

This article discusses innovative methods of teaching phraseology. We offer a methodology for teaching English phraseology at school using materials from Internet sites, teen magazines, newspaper texts and videos from information portals.

KEYWORDS: *system-activity approach, phraseology of the English language, phraseological unit, transformation of phraseology, updating knowledge, methods of teaching phraseology, State Educational Standards, motivation for learning, purposeful cognitive activity.*

The state educational standard, which is based on a system-activity approach, is designed to create readiness for self-development and lifelong education, active educational and cognitive activity of students, and construction of the educational process taking into account the individual age, psychological and physiological characteristics of schoolchildren. As requirements for the results of students mastering the educational program, the Standard establishes the following:

1. Personal (readiness and ability for self-development and personal self-determination, motivation for learning and purposeful cognitive activity, formation of a system of significant social and interpersonal relationships, value and semantic attitudes, the ability to set goals and make life plans, understand native identity in a multicultural society);
2. Meta-subject (mastering interdisciplinary concepts and universal educational activities, the ability to use them in educational, cognitive and social practice, independence in planning and implementing educational activities and organizing educational cooperation with teachers and peers, building an individual educational trajectory);
3. Subject-specific (skills specific to a particular subject area, acquiring new knowledge within the framework of an academic subject, developing a scientific type of thinking, scientific ideas about key theories, types and types of relationships, mastery of scientific terminology, key concepts, methods and techniques). The most significant innovation of the Standard is the inclusion of meta-subject results, among which, in particular, are indicated: the ability to define concepts, create generalizations, establish analogies, classify, draw conclusions; the ability to consciously use verbal means in connection with the task of communication to express one's feelings and thoughts, proficiency in oral and written language; formation and development of competence in the field of use of information and communication technologies (ICT competence); the ability to apply environmental thinking in cognitive,

communicative, social practice, and professional guidance. Schools today operate according to new standards, new educational and teaching-methodological complexes are being created, based on the requirements of the educational standard, scientists and methodologists are developing innovative scientific concepts and teaching methods in the context of the State Educational Standards.

In the science of language, scientists have long agreed that phraseology, as a section of the school course, performs educational, developmental and educational functions. "Phraseological units, reflecting in their semantics the long process of development of the culture of the people, record and transmit cultural attitudes and stereotypes from generation to generation... This is the soul of any national language, in which the spirit and originality of the nation are uniquely expressed" [4, p. 82]. Modern scientific research in the field of teaching phraseology at school offers various tasks and exercises that contribute to the development of English as a native or foreign language. G.V. Mikheeva considers the issue of continuity in teaching English phraseology in his scientific research. The author of the work points to a trend of decreasing and literally complete disappearance of phraseological units from the speech of schoolchildren. An aspect-based analysis of students' work gives the researcher the right to assert that the level of knowledge and skills of schoolchildren in phraseology is below average (there is an incomplete understanding of the meaning of phrasemes, the national cultural specificity of phraseological units is not realized, the use of phraseological combinations occurs with violations of semantic and grammatical norms). G.V. Mikheeva emphasizes that the reason for this situation is the lack of continuity in teaching phraseology. Having analyzed the methodological literature, the author of the study points out that systems and methods of teaching phraseology are related to one specific level of education or age of students. Based on the position of V.N. Teliya that the meaning of a phraseological unit is always more saturated with "details" than the word, G.V. Mikheeva considers mastering the phraseological richness of the English language to be a long process. Following G.V. Mikheeva, we believe that a phraseological unit is a linguistic unit equal to a microtext, including several levels (general lexical concept contained in a word; expression of evaluation; emotional and stylistic coloring). The researcher's idea is justified that "targeted teaching of phraseology to children of senior preschool and primary school age will create a solid basis for the theoretical generalization of knowledge and improvement of speech skills in the phraseology of the English language in the middle grades of secondary schools [5, p. 18].

E.V. Baurina in her article "Methodological aspects of teaching phraseology in an English school" also points to the

episodic nature of work on phraseology. I study tasks and exercises on phraseology in a modern secondary school; the author of the work emphasizes that in English textbooks for secondary schools, special tasks and exercises on phraseology are addressed only to the interpretation of phrases and working with a dictionary. A system of exercises for mastering phraseological concepts and developing the ability to use phraseological units in one's own speech, developed by E.V. Baurina, is aimed at developing cultural and linguistic competencies of students [1, p. 103]. In the study "Teaching phraseology in English lessons in the 6th grade of secondary school based on the development of phraseologically related (symbolic) meanings" V.V. Gavrilov believes that the communicative use of phraseological units presupposes their semantic, derivational or grammatical variation in the text. "The core of such variation is the symbolic meaning of phraseological units. The technique, based on identifying symbolic meanings, ensures more effective assimilation of phraseological units and their use in the process of text education" [2, p. 26].

G.V. Klyueva offers her own method of teaching vocabulary and phraseology in the cultural aspect, which is based on the principle of studying language and culture. A word, according to Klyueva, should be studied as a kind of symbol capable of reproducing reality or unfolding a phenomenon recorded in this word [3, p. 21].

Thus, methodologists offer various ways to overcome the negative dynamics in mastering the phraseological system of the English language. However, it is worth noting that most use the traditional approach to teaching phraseology: exercises and tasks in phraseology consist of interpreting the meaning, searching for phraseological units in the text, working with dictionaries; traditional teaching aids are used literary texts, dictionary entries, video materials and newspaper text are practically not used; the main attention is paid to general linguistic phraseological units and their role in the text; no attention is paid to the study of transformed phraseological units.

Monitoring the mastery of phraseology by schoolchildren showed the following results: 5th grade students have difficulty finding phraseological units and synonyms and do not know how to select phraseological units with comparisons; 7th graders do not always correctly correlate phraseological units with the field of knowledge from which they are taken; less than half of the class correctly completed the phrasemes; 11th grade students were unable to correlate phraseological units and definitions, most schoolchildren did not find phraseological units and synonyms, not a single graduate was able to indicate the types of transformation of phraseological units and write a mini article for the proposed headings with phrasemes.

Based on the results of the experiment, we have developed a methodology for teaching phraseology at school, which is based on the principle of continuity and combines existing and new knowledge on phraseology into an integral system. For three concentrations, grades 5-6, grades 7-8 and grades 9-11, unique exercises are offered that use animated films, teenage websites of children's magazines, newspaper texts and videos as teaching material.

Taking into account the psychological characteristics of 5th graders who experience some stress during the transition to secondary school, we propose to build the process of studying and assimilating phraseology under the motto

"Learning through entertainment." The dynamic visual material of the "heroic" cartoon series produced by the Melnitsa studio unobtrusively demonstrates situations in which it is appropriate to use certain phraseological units; introduce transformed phraseological units. For 7th grade students, the World Wide Web is of particular interest.

That is why we suggest using teenage Internet sites of children's magazines as educational material. Schoolchildren enjoy completing tasks to search for phraseological units in literary texts, group phraseological units and create their own texts with phrasemes based on the type of proposed poetic works.

Schoolchildren are actively introduced to the concept of "transformed phraseological unit" in grades 9 and 11. Print media and videos on information portals and websites demonstrate the rapid response of the language to any changes. The result of teaching phraseology in high school will be mastering a model for creating original phraseological units. Having realized how a phraseme is transformed, students will be able to independently create author's units.

Thus, the new approach we propose to teaching phraseology at school will help students accumulate previously accumulated and acquired knowledge, update this knowledge in practice and accumulate extra linguistic experience.

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