



FORMATION OF PHRASEOLOGICAL COMPETENCE AMONG STUDENTS OF SECONDARY SCHOOLS OF THE REPUBLIC OF KARAKALPAKSTAN

Tajenova G.T.

Karakalpak State, University named after Berdakh, Uzbekistan

ABOUT ARTICLE

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Abstract: The article discusses the relevance of developing phraseological competence among students of national classes. Phraseological competence is closely related to speech and language competence. Knowledge of the phraseology of the target language also contributes to the development of communication, reading and writing skills. Teaching phraseology of the Russian language in national classes is a difficult task, the solution of which discussed in this article.

INTRODUCTION

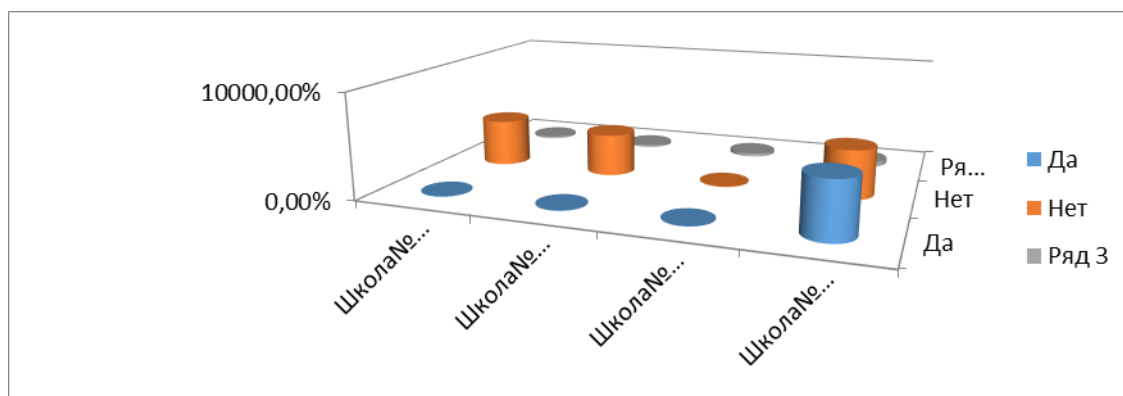
Formation of phraseological competence in students is an important task of modern education. To solve it, various methods and approaches are used, which play an important role in teaching a foreign language and improving the level of proficiency in the native language.

Many scientists study methods and approaches to the development of phraseological competence. Some of them offer their own methods based on scientific research and practical experience. Of great importance are the research works of A.E. Mamatov, M.I. Umarchodjaev, Sh. Rakhmatullaev, Sh.S. Imyaminova, B. Yuldoshev, K. Bozorboev.

According to V. I. Shakhovskiy: "various emotions reflected in words and, especially, in phraseological units and syntactic constructions, are understandable to speakers of a certain language, because they are generalized by the specific national experience of the people; after all, they really are a form of reflection of the world surrounding a person, and are part of the landscape of this world.

In the course of our research, we examined the factors that hinder the development of phraseological competence of students in English lessons in comprehensive schools of the Republic of Karakalpakstan. In the course of our research, exercises aimed at developing phraseological general secondary educational schools in English classes with Uzbek and other languages of instruction in comprehensive schools and the diagnostic features of these exercises aimed at developing speech were studied. (Table 1), (Picture 1)

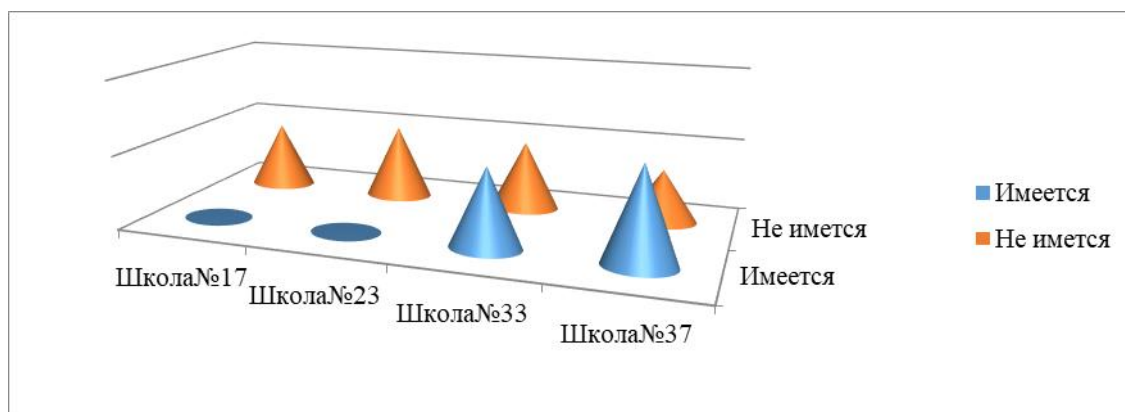
Do you have difficulties with the teacher's use of phraseological units in English lessons?	Pupils of general secondary educational school №17 in Nukus		Pupils of general secondary educational school №23 in Nukus		Pupils of general secondary educational school №33 in Nukus		Pupils of general secondary educational school №37 in Nukus	
	No	Yes	No	Yes	No	Yes	No	Yes
	45,2%	44,8	59,8%	40,2	40%	60%	53,3	46,7



There are many studies devoted to methods and approaches to the development of phraseological competence.

1. Indirect teaching method;
2. Methodology of direct training of phraseological competence. This can be explained using the following tables. (Table 2), (Picture 2)

The presence of recognition and use of different types of phraseological units.	Pupils of general secondary educational school №17 in Nukus		Pupils of general secondary educational school №23 in Nukus		Pupils of general secondary educational school №33 in Nukus		Pupils of general secondary educational school №37 in Nukus	
	No	Yes	No	Yes	No	Yes	No	Yes
	45,2%	44,8	59,8%	40,2	40%	60%	53,3	46,7



The method of indirect teaching of phraseological competence includes the use of various forms of teaching, the formation of language skills and abilities, which together contribute to the formation of

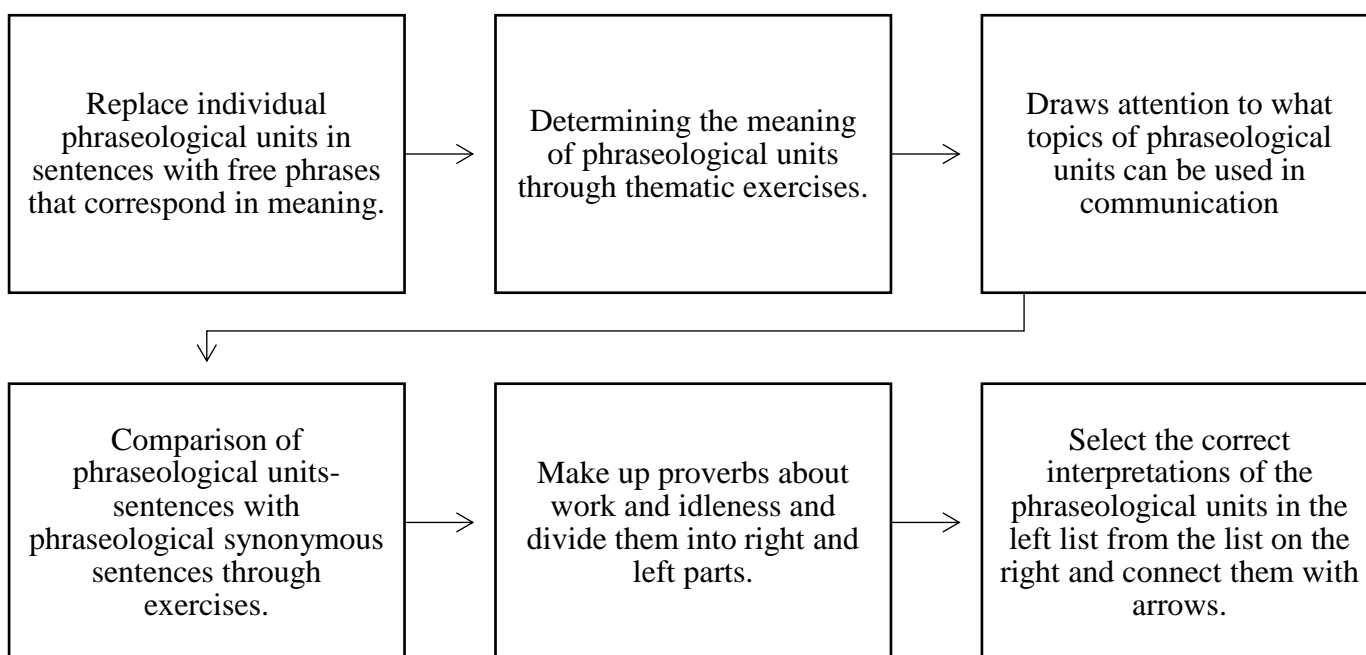
phraseological competence. The tasks include the selection of synonyms and antonyms, phraseological units that fill gaps in the text, the use of phraseological units, the analysis of texts for the presence of phraseological units and their role in the text, the collection of stories using phraseological units, etc. In the process of developing phraseological competence, language is studied differently for different language environments. Basically, the development of phraseological competence depends not only on education, but there are also other ways of reading fiction, watching films and studying the language. In general, methods and approaches to developing phraseological competence may include studying phraseological units at different levels of language, using various texts and exercises, actively using phraseological units in oral and written speech, as well as systematically studying phraseology.

Indirect learning games and exercises are ways to develop phraseological competence through play. Using them as an additional tool in the process of learning phraseology will help students better remember phraseological units, their meaning and use in context.

The main principle of the direct method of teaching phraseological competence is the study of phraseological units in context, taking into account their semantics, grammar and stylistics. In addition, an important aspect of this method is the practical use of phraseological units in oral and written speech.

The direct method of teaching phraseological competence involves studying specific phraseological units, their meaning, use and contexts of use. This method involves studying a list of the most commonly used phraseological units and their use in context, completing assignments on constructing sentences and texts using these phraseological units, as well as discussions and debates on the topic of using phraseological units in speech, units include transfer.

An important aspect for the formation of effective and grammatical skills is the aspect of phraseological competence, associated with the ability to recognize and use different types of phraseological units. It is important to use these methods in the development of students' phraseological competence. (Pic. 4)



To use the reading method effectively, it is necessary to select works of art, literature that is appropriate to the level of knowledge and age of the students. In addition, it is necessary to help students understand the meaning and context of texts by discussing and analyzing them using idioms. In addition, studying

cultural traditions also helps students better understand the context in which idioms are used. They can better appreciate the tone, idiomatic expressions, and metaphors that may not be understood without cultural knowledge.

Methods of phraseology formation include the use of various texts, exercises, active use of phraseological units in oral and written speech, as well as the systematic study of phraseology and the study of phraseological units at the levels of different linguistic approaches.

In general, studying cultural traditions is an important method of indirect teaching for the formation of phraseological competence, as it allows students to deepen their knowledge not only in the linguistic but also in the cultural sphere. Studying culture and traditions helps students understand the context and use of phraseological units.

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