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Anarbekova Ayjan Azizbek qizi

Tashkent Regional Chirchik State Pedagogical Institute

**TEACHING WORD COMBINATIONS IN THE UZBEK AUDITORIUM
(PRIMARY STAGE)**

Annotation: The article discusses examples of using phraseological phrases in the process of learning English for the development of students' language competence

Key words: Phraseology, speech, language competence, exercise

**ОБУЧЕНИЕ СЛОВАМ КОМБИНАЦИЙ В УЗБЕКСКОМ
АУДИТОРИУМЕ (ПЕРВИЧНЫЙ ЭТАП)**

Аннотация: в статье рассматриваются примеры использования фразеологических фраз в процессе изучения английского языка для развития языковой компетенции студентов.

Ключевые слова: фразеология, речь, языковая компетенция, упражнения

Phraseologisms are a vivid example of the richness of the expressive means of a language, and their use in speech is an indicator of not only erudition and good command of the language, but also speaks of the high culture of the speaker. A speech in which phraseological phrases are used acquires expressiveness and emotionality, since each phraseological unit carries a metaphorical meaning that gives speech special shades - originality, clarity and imagery. In the process of learning Russian as a second language, it is worth paying attention to the study of phraseological units.

Students for whom the Uzbek language is native have knowledge of the phraseology of the native language, which reflects both regional and cultural national concepts.

Carrying out certain work on phraseological turns, including a comparative analysis of Russian and Uzbek stable phrases, students will be able

to accumulate sufficient material for the full use of phraseological units in Russian speech. However, it is worth noting that the assimilation of phraseological units by students in the Uzbek audience is a gradual and lengthy process.

During each practical lesson, the teacher should take time to work with stable phrases. For this, it is necessary to develop and implement special tasks and exercises in phraseology in the learning process, which include the interpretation of phraseological units, as well as work with the dictionary. It is worth noting that it is difficult for a student who does not speak or speaks poorly in Russian to use phraseology without awareness of its meaning. Therefore, in this case, it is important to analyze the phraseological turn, referring to its semantics. During the implementation of these exercises, students should develop cultural and linguistic competencies. At the introductory lesson, students need to explain the topic of phraseology to students, give examples of stable combinations of words in both Russian and Uzbek.

To consolidate knowledge, students can be offered the following exercises: Determine in which variant the meaning of phraseology is indicated incorrectly: to count a raven - to sit back; per hour on a teaspoon - slowly; grated kalach - experienced (about a person); the seventh water on jelly is close relatives. Explain who they say: "shot sparrow", "goose cinquefoil", "ate the dog." Read. Which phraseologisms are spelled correctly? In which phraseological units are there errors? Correct errors and record phraseologisms. Take care of your eyes, stand up on the wrong foot, chase after two hares, talk your teeth, blush to the ends of your hair. Add phraseologisms by selecting the desired word or word form from the brackets.

Explain your choice. Keep ... wide open (ears, ear). Look through ... glasses (pink, dark). With ... a nose (pigeon, gulkin). To make from ... an elephant (mosquito, flies). Not in his ... (cup, plate). In the process of studying

phraseological units, it is worthwhile to draw the attention of students that phraseological phrases as well as words have synonymous and antonymic series.

In this case, to consolidate, you can offer students to perform the following exercise: Read. Write next to each phraseological unit from the first column the phraseological unit opposite to it in meaning from the second column.

- For distant lands
- Though a dime a dozen
- Hang your head
- Pull yourself together
- With gulkin nose
- Perk
- Lose temper
- Hand feed

In order to develop skills to use phraseological phrases in speech, it is advisable to use the comparative method in the process of working on stable phrases. So in this case, you can invite students to perform the following task: Find analogues of these stable phrases in the Uzbek language and make sentences with them first in Russian, then in Uzbek:

- Bull nose - burnini (osmonga) ko'tarmoq;
- struggling – zo'r berib;
- like cheese in butter skate - pichog'i moy ustida;
- Where Makar did not drive calves – bir tupkaning tagida to'ldirmoq;
- Like snow on his head – tarvuzi qo'ltigidan tushdi;
- God's dandelion – puf desa (Buhoroga) uchib ketadi.

Students are very interested in lexical and phraseological games, for example: to select phraseologisms for a given word starting with a certain letter.

R Hand to submit a Achilles' heel b. Beat the bucks about the Eye for an eye. Three whales and Arshin with a cap. Put phraseologism in the correct order, if necessary, and translate it into Uzbek: In a glass, a storm, water; family, behind, seals; tears, crocodile; written on the forehead; diploma of Filkin. Show phraseology.

The student must show the phraseological phrase without words, and the rest of the students must guess it, for example: Beat the bucks, with a gulkin's nose, for three nine lands, you can't easily take a fish out of the pond; Live and learn.

As homework, students can be asked to find stable phrases on a specific topic, for example: study, work, nature, etc. During the lesson, you must also introduce the study of folk art elements: proverbs, sayings, tongue twisters, as well as winged expressions and aphorisms famous personalities. It is important that students give their speech special expressiveness and learn how to use similar language elements in a live conversation. It is clear that at the initial stage of learning the Russian language, it will be difficult for students to master this lexical material, however, in the subsequent stages of learning the language, this work is simply necessary. It is worth noting that some stable combinations of words, such as: Learning light - and ignorance of darkness, Repetition - the mother of learning, etc. can be introduced into the speech of the students at the initial stage, since they are educational in nature and easy to remember.

Thus, the use of lexical and phraseological exercises and tasks contributes to a more solid assimilation and expansion of the lexical stock of students, the development of a sense of language, and also activates speech activity. In the process of working with phraseological units, a culture of the student's linguistic personality and its communicative competence are formed.

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