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STUDENTS ' SPEECH DEVELOPMENT BY TEACHING PHRASEOLOGICAL UNITS

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ABSTRACT

In this article, the lexical-phraseological works on the cultivation of speech of Primary School students, work on vocabulary, the methods of lexical-phraseological analysis, the specific role and importance of teaching phraseological combinations to junior students are highlighted. Base words and phrases: Phraseological combinations, lexical-phraseological analysis, stable combinations, aphorisms, speech-growing techniques. In accordance with the laws of the Republic of Uzbekistan “on the state language”, “on education” and “national program of training of personnel”, the educational system of the Republic of Uzbekistan sets new requirements for continuous education. In particular, the main purpose of teaching native language in primary education is aimed at the development of a person who can freely and effectively express his / her opinion in written and oral form, consciously mastering the rules of the Uzbek language, as well as making appropriate and correct use of theoretical knowledge, developed speech culture.

KEYWORDS: *Influence, Punctuation Marks, Compatibility, Manifested, Figurative Expressions.*

INTRODUCTION

At the same time, in the update of the educational content, the principle of “the active participant of the educational process of the pupil” is passed, so it is necessary to organize the lesson process in an unconventional way using modern pedagogical technologies, to increase the free creativity and independent search for students. It stands primarily speech integrations based on requirements. In the first place, the task of primary school teachers is the cultivation of the speech of students of small age, which is carried out mainly on the basis of the teaching of the subjects “native language” and “reading”.

In the first place, the teacher should teach the pupils to speak, taking into account the Prevention of defects in speech, cleaning their speech from the influence of dialect, the influence of various vulgar words and following the norms of the literary language.

With the help of speech, a person expresses his thoughts, feelings, desires and expresses the thoughts, feelings, desires of others. Speech is verbal and written according to the form of expression. Oral speech is an ordinary colloquial speech; this speech is more sonorous and refers to different spelling. In it, complex grammatical devices, compound sentences practically do not apply. And the conclusion of written speech is a more complicated process, which requires the reader to build a correct sentence in terms of spelling and meaning, to correctly apply each word in its place, to adhere to spelling and punctuation marks. First of all, it should be noted that all the Educational Sciences that are taught in the school will be aimed at working on the speech of the student. And the science of mother tongue is the most basic and important among them.

As the knowledge, worldview of the student develops; his speech and thinking also grow steadily. Fluent, compact, effective speech gives the listener a rest. One of the main tasks of the school is to teach its students such vocabulary.

The following are the DTS requirements to be put into the students' speech:

1. Compatibility of speech to speech conditions. When speaking, the circumstances of the speaker and the listener are understood when the speech is being created. For example, if the speaker is one, the listener is many, the speaker is required to follow the loud stops (pauses) and explain the thought consistently and in relation to each other. The specific appearance of such a speech is reflected in the answers of the reader in the process of highlighting theoretical issues or performing homework, in his speech revealing a particular topic in a class, in a heap. One of the important components of speech conditions is also the fact that the speaker takes into account the level of the audience.
2. The meaning of speech. The reader's speech is meaningful only if it corresponds to the conditions of speech, and if it describes the events that he or she knows and is aware of in verbal and written forms. Clear evidence, the thoughts of the reader on the basis of personal observation or impressions, feelings attract the attention of others. It is also important to use lexical-phraseological units in their place, in the norm, the most basic tool that ensures the content of speech.
3. Logical mountain of speech, to be precise and consistent: As each thought in speech is logically based, its impressiveness increases. This requires every schoolboy to look closely at the thing, the incident, to be able to give each of them a worthy assessment, in this way to regularly and consistently build a speech, to be able to prove it. The reader should be able to logically connect one thought with the other when describing the idea, distinguish the main thoughts that relate to the subject from the secondary thoughts, avoid repeated thoughts.
4. The fact that the speech is rich and colorful. Rich and diverse speech is manifested primarily in the use of lexical possibilities of the Uzbek language in the description of thought: a wide and appropriate use of figurative words, figurative expressions and expressions, proverbs and fairy tales, portable meaningful words, artistic language tools such as analogy, adjectives, etc.
5. The fact that the speech is constructed correctly from the grammatically. The reader is obliged to have such qualifications and skills as to connect words, combinations of words and sentences,

to apply conciliatory and possessive suffixes appropriately, to be able to adapt the possessive and transitive part of the sentence.

6. The tone of speech. The tone is considered a means of increasing the sensitivity of the reader's speech. The reader must read each poetic or prose work, adhering to the syntagms, correctly supporting the logical accent.

The following practical activities are used in the cultivation of students' speech:

1. To teach literary pronunciation by linking the rules learned in each lesson.
2. Also pay attention to speech cultivation in teaching other subjects.
3. Understand the facts that are not characteristic of the literary language in the reader's speech.
4. In teaching phonetics, pay attention to the pronunciation of sounds, which differ in writing by their pronunciation.
5. Lessons on strengthening orthographic skills.
6. To ensure the productive use of lexical-phraseological units in speech.
7. Work on dictionaries.
8. Encourage students to speak out at various events and gatherings.
9. Excerpts from poetic and prose works go to memorize.

The role and importance of lexical-phraseological works in the system of students' speech development is considered important. General education (in particular, primary education) is formed on the basis of lexical-phraseological works of elements of speech competence in students, proceeding from the requirements of the DTS and the curriculum. That is, during the analysis of texts given in textbooks 1-4 class "native language" and "reading", the following lexical-phraseological works should be planned:

1. Mutual differentiation of lexical-phraseological units.
2. Work on the dictionary.
3. Lexical-phraseological analysis.

In the mutual differentiation of lexical-phraseological units, the main attention is paid to the teaching of phraseological units (FB). In the texts given in the textbooks of the mother tongue and reading in primary education, phraseological units are also actively used, and the special study of these units is important in the development of students' speech, increasing vocabulary, the development of artistic thinking.

There are also the following important aspects of training FB:

- Students will be introduced to the characteristics of the FB;
- Learns to distinguish FBS from compound words and other lexical units;
- Learns to distinguish FBS from syntactic units (word combination, sentence);
- Learns the meaning and function of FB in the text (artistic and scientific-popular text);
- Students' speech develops on the basis of FBS.

Although a separate theoretical (or practical) hour (lesson) has not been allocated in school textbooks for the study of phraseological units, which have been widely used in our language for many centuries, with a figurative expression of thought, it is possible to formulate the ability to learn FB and use it in speech as early as 1-4 classes, and if not, to work.

Phraseological units and more are considered a unit of language, formed from a mutually stable combination of words, the meaning of which is equal to one word, always applied in a portable sense. In Uzbek linguistics, research work on phraseological units began in the 50-ies of the XX century, and until today it has been studied as a phraseology, phraseology, phrase, stable combination, stable combination. The first study in this area was conducted by prof. Sh. Thanks went to Abdullayev. In his scientific research, he studied the features of phraseological compounds similar and different from language phenomena, their grammatical nature, for the first time compiled an Explanatory Dictionary of Uzbek phraseology.

This is what he explained in the dictionary the meaning of the phrase. After that, various scientific research work on the research of FB was carried out. Especially in the following years, attention was paid to the study of FB on the basis of artistic texts, various variants of special phraseological dictionaries were created. In particular, the school also created an “educational dictionary” on the study of FB, but for primary schoolchildren it is problematic to draw up a special “educational phraseological dictionary”. Therefore, even primary school teachers do not attach so much importance to phraseological units. However, in the texts given in the textbooks 1-4 class “mother tongue”, “reading”, FBS are widely used, teaching them to small children requires serious attention.

The teacher of the Tashkent State Pedagogical University Mukhtorkhon Rakhimova also emphasized the need to formulate the skills of correct and productive use of these compounds in the period of primary education, since the semantic nature of phraseological units in the Uzbek language has not been sufficiently studied in her scientific and methodological article titled” Teaching the use of phraseological units in.

In fact, it is of great importance for students to be able to use FBS in their speech in the development of their creative thinking and speech, it is possible to use various exercises in the lessons of mother tongue and reading in order to strengthen their knowledge gained on this subject and create the ability to use them correctly and appropriately. Hereof should first of all be able to understand the lexical-semantic, stylistic features of the FB, the types of active and nouns according to their application, similar and different aspects to the lexical and syntactic units, and apply new pedagogical technologies, teaching methods of teaching them.

Training of phraseological units is carried out in stages:

At the first stage, initial concepts are formed about the peculiarities of FB, in particular, their lexical-semantic meanings. This is done mainly through practical assignments and, in part, theoretical questions and answers.

At the main stage, it is studied the differentiation of the FB from such stable combinations as vocabulary, compound word, as well as Proverbs, fairy tales, aphorisms, pictorial expressions. According to the interpretation of A.A Yuldoshev, it is worthwhile to teach the system of exercises on the basis of similar and different aspects of the interaction of dictionary units and phraseological units.

Prof. A.A.Yuldoshev quot; phraseological units with some features of the studied phraseological units, in particular, converge to compound words. The difference between phraseological units and compound words is not only structurally, but also semantically-functional, that is, stylistically obvious. The lexical meaning of a compound word is expressed not by an image, but directly, and in the FB the meaning is expressed by a figurine (figurine), but by the nominative - own (to name) meanings of these portable parts of meaning in the phraseology.

Indeed, if the words (joint words) have the Right (own) meaning leader, then in the FB the figurative-nominative meaning is the leader, in which the figurative meaning has a global feature.

Junior schoolchildren should be taught the differences and differences between these units, taking into account their age characteristics and level. In this, each unit-word, joint word, proverb, the ability to distinguish aphorisms on the basis of special signs inherent in it is formed.

As a dictionary unit:

- Word-a predicate, expressing consciousness, one and many meaningful units;
- A joint word - two or more substantive, concept-expressing, one and many meaningful units;
- Proverb, fairy tales – a combination of several words, units that express a holistic (correct and portable) meaning;
- Dice - a combination of several words, clearly pronounced by the author, representing a holistic (correct and portable) meaning, units;
- Phraseological units are units that are formed from a mutual combination of more than one word, equivalent in meaning to a word, meaning in integrity, portable.

Well, it is possible to distinguish FB from simple words “consisting of more than one word”, from compound words “in shape, equivalent to a sentence”, from correctly meaningful stable combination (proverb, fairy tales and aphorism), in which the word combination “represents a mobile meaning in integrity”, on the basis of systematic exercises step-by-step instruction can be taught.

At the final stage, the skill of separating FBS from syntactic units – word combinations, sentence differentiation, separation of FBS used in texts is formed, in speech, in a clearly connected speech, the role and functions of their application are partially taught theoretically, without benefit.

A.A.Yuldoshev emphasizes that phraseological units are only structurally close in terms of origin from syntactic units.

Prof. S.N. Muratov distinguishes FBS from free word combinations according to the following signs: 1) semantic integrity; 2) figurability; 3) Portable spirituality .

Work on the dictionary is considered one of the main directions of speech cultivation in primary classes. In connection with this study, recounting of the artistic work, study of the material, preparation of the statement and essay, students will be able to work on the stable combinations used in the texts of the 1-4 class native language and reading textbooks in the dictionary study, use of dictionaries in the study of the meaning of words and FBS that are unfamiliar to, it is

possible to carry out the work of determining the level of skills of mutual differentiation of vocabulary with FB (phrase) in students.

Since the 60-ies of the XX century began to deal directly with the scientific and theoretical problems of compiling phraseological dictionaries, to this day several types of phraseological dictionaries have been created in Uzbek phraseology:

- 1) One-language phraseological dictionary;
- 2) Phraseological Dictionary of writer's works;
- 3) Uzbek-Russian phraseological dictionaries;
- 4) Multilingual phraseological dictionaries;
- 5) Phraseological Dictionary of folk works;
- 6) Frequency annotated phraseological dictionary;
- 7) Study phraseological dictionary.

Due to the requirements of the national program of Personnel Training and the "state national program for the development of school education in 2004-2009", more than 10 educational dictionaries were created for schools in Karshi city in 2007-2008. Among them is the "Uzbek language teaching dictionary". This educational dictionary is written in the Latin Uzbek Alphabet about a thousand of the FB's given in "explanatory phraseological Dictionary of the Uzbek language" by Rakhmatullaev were analyzed. Since this educational phraseological dictionary is a preliminary work in Uzbek phraseology, it is free from a number of shortcomings, along with the fact that it has achievements.

Also, this dictionary was created specifically for schoolchildren, but it was not so adapted to teach FB to small children. Therefore, it is necessary to collect FB on the basis of text materials given in the textbooks 1-4 class "Reading", "native language" and create a special "explanatory educational Dictionary of Phraseological units" for pupils of primary classes.

The cultivation of the speech of primary schoolchildren by means of lexical-phraseological analysis depends on the following three main factors: first, being in a relationship with attention to the separation of words and FB from the text, the correct and expressive speech of children, that is, the conditions of speech; secondly, how the children's speech experience is organized; third, speech

Well, in the teaching of FB to primary schoolchildren, we can say that the appropriate use of FB in the speech of students, the formation of skills for the correct interpretation of their meanings; teaching FB to be able to interpret the difference between the word, joint word and word combinations by means of concrete examples; we can say that it will be a solution.

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