



## WORK ON PHRASEOLOGICAL UNITS IN PRIMARY GRADES

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### ABSTRACT

The article describes phraseological units, expressions given in textbooks for elementary school, and the difficulties of their assimilation. For teachers, the methods and types of work used when working on phraseological units and developing students' speech are shown.

### KEYWORDS

Speech, linguistics, lexical units, phraseological unit, phrase, figurative meaning, elementary class, textbook, text, methodology, teachers explanation.

### INTRODUCTION

Along with words in speech, linguistics also uses inseparable combinations, fixed phrases, and lexical units called phraseological units. Phraseological units have been studied by a number of linguists as part of their research objects. The linguist scientist Sh.Rakhmatullayev studied this problem widely and thoroughly, and the dictionary he created serves as the main guide to this day. In the process of studying the theoretical aspects of the problem, we also analyzed the definitions given to phraseological units in

scientific theoretical literature. Sh.Rakhmatullayev defined the phraseological unit as "Phraseologism, phraseme - a stable (stable) connection consisting of two or more words, a semantically interrelated phrase or equivalent to a sentence, used in a mobile sense as a whole and not divided defines it as the general name of lanamas.

In the "Mother Tongue" textbook published for future elementary school teachers, the phraseological unit is defined as "...a type of phraseological unit that is



composed of two or more words and expresses a mobile meaning, the meaning of which is equal to one word. The definition of "combination is called a phrase (phraseological unit)". A similar definition can be found in the textbook "Current Uzbek Literary Language". "Phraseme is a lexical unit composed of two or more lexemes belonging to independent groups, and it mainly means a nominative meaning, so it is put on the same line as a lexeme, and it is called a nominative unit larger than a lexeme." Each of the above-mentioned definitions reveals the features characteristic of the phraseological unit and they correspond to each other. But there are also such phrases that it is difficult to determine the category of the word in them. For example, I will die sattar, left from almisak, to fix the couplet, sadagasi ketay, to fix the couplet, the meanings of the words seem to be unclear now. So, phraseological units are widely and deeply researched in scientific-theoretical literature. From the above definitions Sh. Rahmatullayev and the definitions given in the textbook "Mother language" differ in that they fully and clearly express the essence of phraseological units.

Phraseological units help the speech to be effective and clear. But it is not always possible to use them. Because expressions have norms and methods of use, and their meanings are clarified in a certain speech process. So, in order to be able to use phraseological units in speech, it is necessary to know their meaning, and these skills are gradually formed in children from a young age.

In the texts given in the "Mother language and reading literacy" textbooks of the primary classes created on the basis of the "National program" to connect, to get, to catch a breath, to support one's lungs, to dry up, to be one soul, one body, one is not two, to shake one's head, to scratch one's head occurs. If the students do not know the meanings of the above-mentioned

phraseological units in the text, it is difficult for them to master the content of the text.

True, there are general guidelines for working on phraseological units in the scientific-methodical literature on teaching the mother tongue in primary grades

given, it is recommended to use educational games. It should be noted that phraseological units have the same meaning regardless of how many words they contain. In order for students to understand this meaning, it is necessary to choose methods and types of work taking into account their age characteristics. As a result of studying and observing the literature on the topic, we recommend using methods and types of work such as teacher's comments, comparison, working with a dictionary, educational games.

Teacher's comment. In the process of preparing for the lesson, the teacher identifies phraseological units in the text. Using the dictionary, he determines the meanings of these units, in which sense the same phrase is used in the text. In the text, it is used in the sentence "Despite the fact that the merchant paid the said money, the robbers, who were jealous of their ego, did not return the young man." So, the robbers were not satisfied with the money they got, but planned to get more money. This intention of theirs is expressed by the expression "Nafsi hakalak".

One of the methods used in the study of phraseological units in elementary grades is the method of comparison. For example, in the 3rd grade, it is appropriate to learn the phrase to scratch one's head using this method. After introducing the students to the text, the teacher asks the meaning of the phrase "to scratch one's head" while working on the vocabulary. Pupils say that kashlamak is an action performed on the body part of the head. Then the



teacher will read aloud a passage from Polat Momin's poem "Yer chapildi-zhavoppildi" by Polat Mo'min.

scratching my head

I sat down.

Many examples

I wrote, I deleted.

It is said that the phrase "I scratched my head" in the poetic passage is used in the sense of thinking for a long time, and it is said that it can be known through the many examples in the poem, "I wrote, I deleted" and the meanings of "scratching one's head" - a physical action and thinking "for a long time" are compared.

Using dictionaries. The use of dictionaries is of great importance in learning phraseological units in elementary grades. Students are taught to work with dictionaries from the 2nd grade. The following types of work can be used when working with vocabulary in grades 2-4:

- read the meaning of the phrase recommended by the teacher;
- to find the meaning of the phrase said by the teacher;
- finding the phrase found in the textbook in the dictionary.

Of course, regular work is required for students to complete the above tasks independently. At the beginning, the teacher gives instructions to the students about the dictionary and its use. In order to quickly and efficiently use the dictionary, it is necessary to know the alphabet and the internal order of the alphabet, and it performs exercises. Later, by showing expressions and their meanings with the help of slides, he organizes exercises to find matches to the expressions given in the textbook. After the students

have acquired some skills and competencies, they can assign such exercises as homework and create small dictionaries based on the learned words.

Educational games

The game "Pictures entered the language" is recommended for learning phraseological units in elementary grades. For this, pictures corresponding to the phrase are drawn, students find the phraseological units represented in the picture. For example, a picture is drawn on the phrases "long tongue", "scratch your head", "raise your hands", "fly a butterfly", "hold hands and tie your waist". Pupils are shown a picture and asked to say the corresponding phrase.

"Find the phrase and make a sentence."

The words head, hand, mouth, teeth are shown behind the screen. Students are asked to find phrases that contain these words. For example, his mouth is in his ear. He was ecstatic.

Phraseological units serve as a means of communication and exchange of ideas in the language. Knowing how to use them correctly and effectively in the speech process demonstrates the speaker's culture and the art of oratory. Therefore, it is necessary to regularly and systematically teach elementary school students how to use phraseological units. In this regard, it is time to create methodical manuals for teachers, phraseological dictionaries for elementary school students, methodical recommendations.

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