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ABSTRACT

This article discusses methodology of teaching Phraseology in English classes. The meaning of these phrasal verbs is somewhat connected to that of their constituent words, but not immediately, thus their translation into English needs a certain level of competence, and in the majority of cases, it is impossible to choose the appropriate English phrasal verb. Naturally, it is possible to carry on a conversation without utilizing them, but those who have a limited understanding of metaphors find themselves in a stressful environment while listening to authentic English speech. The application of phrases in the middle demonstrates a strong command of the language since they make communication sound more spontaneous.

Keywords: methodology of teaching, teaching Phraseology, English classes, phraseological units, constituent words, translation, English, conversation, superficial understanding, idioms, difficult position, English speech, high knowledge, originality, emotionality.

INTRODUCTION

The phraseological composition of the language is the most colorful, expressive part of its vocabulary. Phraseology reflects the rich historical experience of the people, the originality of their way of life and culture, their customs and traditions. Phraseological turns are often used in fiction, which gives the text a bright stylistic coloring, imagery and emotionality. Since the meaning of a phraseological unit is usually veiled and cannot be derived from the meanings of its constituent lexemes, their translation into another language causes difficulties.

Assess their linguistic categorization when interpreting the meaning of phenomenological units. V.V. Vinogradov provided one of the earliest classifications of phonological units based on the material of the Russian language. He pointed out three different sorts of phenomenological units, including phenomenological combinations, phenomenological units, and phenomenological union.

This classification is founded on how challenging it is to infer the content of the total philosophical unit from the meanings of its component elements. In phrasal verb compositions, a phrasal verb's meaning may be simply inferred from the semantics of its constituent vocabulary; however, in phrasal verb units and phrasal verb fusions, this is almost impossible to infer.

The main findings and results

When a phrasal unit's meaning is unclear, one should consult etymological and phrasal definitions, which provide an understanding of phrasal twists, illusions, and the outdated meanings of the words that make up phrasal fusions as well as the underpinning imagery.

In connection to English phonology, V.V. Vinogradov's conceptual categorization can also be applied. We shall provide a few examples to demonstrate the different forms of phylogenetic units.

The meaning of these idiomatic words is somewhat related to that of their constituent words, but not directly, thus their translation into English needs a certain level of competence, and in the majority of cases, it is impossible to choose the appropriate English phonetic word.

The taxonomy of contemporary English idioms is diverse and extensive. Over the course of its 2,000-year history of evolution, the language has amassed a sizable number of idioms that individuals have found to be effective, truthful, and elegant. However, certain concepts are restricted by the language used in literature.

Idioms are distinguished by the following characteristics: they have a set grammar rules that remains constant throughout; they are only used in a metaphorical way; and they cannot be interpreted into another 's literary (although there may occasionally be a suitable phrasal transition to convey the meaning of the idiom in the target language).

Idiomatic expressions make up the country-specific portion of the language's representation of the world, so by studying them, students gain access to a new cultural heritage that mirrors the people's centuries-old background and join the religious income that has been gathered over time and preserved in the language.

There is no question that in order to develop semantic proficiency, it is necessary to enhance the person's terminology with enduring phonological elements of the target language. Of course, it is possible to continue a conversation without utilizing them, but those with a poor knowledge of idioms find themselves in a challenging situation while listening to genuine English speech. Since they make speech, the usage of idioms in the context denotes a high level of language proficiency.

However, by providing idiomatic as study material, the teacher is forced to undertake the challenging pedagogical task of describing to the student what each idiom means.

In other instances, pupils are able to infer the meaning of experiential units even in the face of a metaphoric or metonymic reinterpretation of the concept.

And yet, in the large majority of cases, it is only conceivable to recognize the true meaning of phrasal verbs and translate them into Russian with the aid of phrasal verbal and etymological lexicons, which provide the roots of phrasal verbs, vague references, outmoded meanings of lexical components, and the fundamental images.

Updating the significance of the constituents of traditional arrangements is one aspect that contributes to the intricacy of the semantization of English idioms.

For instance, the phrase "run the gauntlet" used to mean "to go through the punishment through the irons," but through time, it came to mean "to be subjected to harsh criticism, strong attacks, and to become an object of someone's scorn".

Since the phrase is a lexical unit by nature, memorization is the only way for it to develop. Of course, an imaginative teacher would make an effort in one way or another to "resurrect" familiarity with a new term in order to increase the likelihood that students will retain it. This may be done in a number of ways, both conventionally and with advanced technologies (for instance, by utilizing the possibilities of a smart board and videos with real actors as presenters).

This article will show how, with the correct solution of speech material, students may be offered a dynamic debate of ideas presented in class rather than uninteresting memorisation.

The purpose of the proposed methodological approach is not so much to achieve enrichment of the individual vocabulary by mastering (memorizing) idioms, but to use them as educational material that allows improving the foreign language communicative competence of students, thanks to which students develop linguistic guessing and linguistic thinking, are involved in the process of communication with each other etc. A similar approach has recently become more widespread and was previously tested by us on the material of English proverbs.

The material for this study was obtained as a result of a continuous sample of phraseological units from twenty works of art by English, American and Australian writers. At the same time, the methods of phraseological analysis, phraseological identification and phraseological description were applied.

The specific weight of expressive evaluative components was very high in the selected phraseological units. The meanings of idioms in the vast majority of cases did not correspond to the literal meanings of their constituent lexemes or even contradicted them. Moreover, in a number of cases, when translating idioms into Russian, false semantization often suggested itself. Example:

- to make one's bed and lie in it - pay for your actions, reap what you have sown;
- to send somebody away with a flea in his ear - make a sharp remark to someone, give a sharp rebuff to somebody;
- to split hairs - go into excessive subtleties, be overly pedantic;
- to get cold feet - to be afraid, to be cowardly;
- from the horse's mouth - from a reliable source;
- to cook one's goose - destroy yourself, dig a hole for yourself.

So, our proposed procedure is as follows. Students are presented with a new phraseological unit. For example: birds of a feather. Next, a literal translation is given (in case the phraseological unit contains words unfamiliar to students). This is followed by the central stage of work: students alternately offer their versions of what this phraseological unit can mean.

During the discussion, inaccurate or completely incorrect interpretations will most likely be given, which will allow the teacher and other participants in communication to identify semantic subtleties and nuances that will help students form the competence of linguistic analysis.

For this example, it is appropriate to quote from "Mowgli" by R. Kipling: "You and I are of the same blood" or an expression close to this "We are from the same flock". At the end of the discussion, an option prepared in advance by the teacher is given (for example: "people who are closely related to each other; having a lot in common", etc.).

At the final stage, students are asked to recall a Russian phraseological unit with the same meaning (in this case, you can offer options with one bast of a shield or two boots of a pair).

The described approach was tested by the authors in practical classes with students of a language university. The procedure almost always involved the students' active participation and, of course, contributed to the development of their language abilities, which is, in fact, the primary demand of the second generation of State Educational Standards.

The study of such a topic as "Phraseology" at the university requires the ability of students to analyze, find analogies between English and Uzbek, the ability to translate correctly without losing expressiveness and, above all, cognitive activity. In this case, it is important to use a creative approach when combining the achievements of the past and modern techniques.

When studying phraseology, a university teacher uses the following forms of education:

- lectures,
- workshops,
- abstracts, reports, etc.

Mastering the concept of physics and being capable of putting them in practice, that is, in spoken and written language, are necessary for successful learning.

The choice of phraseological units with the meaning "reproach" is due to the practical orientation of this connotation. We often have to use words, expressions with the meaning of censure, when we want to accuse someone of something, point out any limitations.

Conventionally, these phraseological units can be divided into 2 categories:

- Disapproving attitude to the character traits of a person;
- Disapproving attitude towards a person's appearance.

It is impossible not to repeat and note that these phraseological units are very useful for expanding vocabulary, but also, in our opinion, they can serve as excellent material for studying grammar. The conversational methodology entails teaching students on a practical and interpersonal basis. This means that mathematical occurrences are examined as ways of conveying particular ideas, connections, and communicative intentions rather than as "shape" and "systems".

Proponents of methods based argue that the explicit approach to learning language, with continuous repetitions of the same pedagogically structures in many situations, does not cause grammar-related errors in speech at all by the final stage. In this respect, because they serve as a means of communicating connections on the one hand and as forms and structures in speech on the other, phonological units effectively contribute to the creation or modification of language structures.

Phraseological units' contains specific richness provides for their use not only to explain and activate many pedagogically phenomena, but also to expand the terminology. Phraseological units can be utilized as a trigger in activities to aid in the growth of speech. Understandings might be made of the same proverb or saying. Students are taught to convey their own thoughts, emotions, and events by modeling various ways to do so in speech on the basis of this aphorism or proverb. As a result, the use of idioms and sayings in foreign language lessons fosters students' creative initiative through planned and spontaneous speaking.

Not only does learning phraseological units improve a student's remember, but it also teaches you how to choose words appropriately and improves your ability to express yourself personally in conversation. The requirement for search functions for comparable conversion of phrases into the native tongue fosters the evolution of language abilities and capabilities. Additionally, working with phenomenological units piques students' enthusiasm in using the dictionary.

Modern English has more than 25,000 phraseological units. Highlighting all types of phraseological units in the English language, scientists conclude that "the most frequent are phraseological units denoting human qualities or reflecting a person's life activity". The methodology has all the resources for studying the phraseology of the English language at school at all stages of education (primary, middle and high school), each of which carries different goals, methods and teaching methods, since in order to expand the vocabulary "it is the internal connection between these stages ensures the successful development of the topic by students. Further work with phraseological units continues at other levels of education for students of non-linguistic and linguistic specialties. The system of teaching phraseological units in different textbooks is different, since each group of authors develops its own variable model of this system. The outlines of this model are revealed by the researchers due to their classification of phraseological units of the textbook into phrasemes and idioms. However, after analyzing various teaching materials, most scientists come to the conclusion that "the number of phraseological units proposed for study is not sufficient. Students are offered 2-3 phraseological units, and in some textbooks they are not at all".

The reason seems to be that all the attention of scientists is concentrated on the definition of a phraseological unit, the establishment of the boundaries of phraseology and its methodology, which scientists wrote about in the early 2000s. In the event that an English textbook demonstrates the absence of a model or an unsuccessful model of a system for teaching phraseological units, then many teachers, as a bibliographic review shows, develop elective courses, for example: "Phraseologisms with the zoonym component "bird".

Currently, the state policy in the field of higher professional education is aimed at improving the quality of mastering programs developed as part of the training of a particular specialty. With regard to language universities, this circumstance means that the requirements for the level of knowledge of a foreign language by today's graduates have become much higher and tougher.

The monologic and dialogic speech of students should contain the most characteristic grammatical structures for a given language, have rich lexical content and reflect the national flavor at the language level, which is achieved through the use of phraseological units.

In the context of integration into a single general educational space with the countries of the European Union, the speech skills of graduates of language universities must also meet the pan-European requirements for proficiency in non-native languages. According to the pan-European system, perfect language proficiency implies the ability to freely participate in any conversation and discussion, while owning a variety of idiomatic and colloquial means of the language, to speak fluently and expressively, to express any nuances of the meaning of words, free and stable phrases.

The need to understand the problem of teaching the expressiveness of foreign language speech to senior students of language universities through mastering the phraseological fund of the English language determined the topic of our study "Methods of teaching students of senior courses of language universities the expressiveness of speech based on phraseology". The speech of senior students of a language university in English will be able to have an effective speech impact in various communicative situations of a foreign culture community, if they are purposefully taught communicative-speech skills and expressiveness of speech, which are part of the communicative competence, using the phraseological possibilities of the English language and using a variety of psycho-techniques that develop the emotional side of the students' consciousness.

The theoretical significance of the it is seen in the fact that a model for teaching the expressiveness of speech based on the phraseology of senior students of a language university is proposed; clarified general and specific language mechanisms of action of phraseological units as expressive means of the English language; scientifically substantiated the expediency of using phraseological units fund of the English language as a means of teaching the expressiveness of speech, what is achieved through the use of various psychotechnics and a special system of exercises.

Modern society has come to understand that the ability to communicate, conduct a harmonious dialogue and achieve success in the communication process are important components of professional skills in various fields of activity. It is obvious that a person who owns his speech, who is able to accurately, clearly and figuratively express his thoughts, is able to achieve great heights in his professional activity. Phraseological units are stable, reproducible, separately formed units of the language, in which the meaning of the whole does not coincide with the meanings of their components. There are various classifications of phraseological units. Analysis of classifications for methodological purposes allows us to identify the level of complexity of certain phraseological units for their assimilation by students.

The content of teaching the expressiveness of speech cannot accommodate all the variety of situations of real communication. Based on these criteria, we have selected eight communicative situations (from 4 different areas of communication), which allow students to form the ability to navigate in variable situations of real foreign cultural communication, choose phraseological units in accordance with the circumstances in which communication unfolds.

The content of teaching expressiveness of speech based on phraseology also includes special skills and abilities that require the development of a specific system of exercises. Such speech skills and abilities include the skills of mastering phraseological units and genre-stylistic skills, which manifest themselves primarily in such a form of speech activity as speaking. Communication and speech skills and abilities have a multi-component composition and a multi-level structure.

CONCLUSION

In conclusion, the prospect of this study lies in the possibility of using the developed methodology in working with students not only of senior courses of language universities, but also with students of non-specialized universities who want to improve the expressiveness of their speech in English. The results can also be used in the development of teaching aids on the practice of oral and written speech.

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