

PHRASES AND WAYS TO WORK ON THEM IN THE PRIMARY GRADE

Boychayeva Sharifa Saidkulovna

*Senior instructor at the Syrdarya Regional Pedagogical Skills Center's
Department of Pedagogy and Methodology of Socio-Economic Sciences*

Abstract: This article examines the theoretical and methodological foundations of teaching the meanings of phrases to primary school students. The article can be used by prospective primary school teachers and current primary school teachers.

Keyword: Dictionary, phraseology, lexicon, stylistics, consumption, speech, phonetics, grammar, orthography, methodology, recommendation, phraseology, phraseological dictionary, methods, phraseological material.

Login

The mother tongue is taught in school as a means of preparing students who know oral and written speech, who can use language elements appropriately, and who are literate in the true sense of the word. Good knowledge of the mother tongue helps to actively participate in the political, cultural-educational, ideological, and economic life of the country. It is a means of achieving various goals.

The Uzbek language vocabulary is very rich and diverse in terms of content. In addition to individual words with independent lexical meaning, there are also stable combinations-phrases that express lexical meaning in our language. Their meanings arise on the basis of the integral meaning of the words they contain and are stored in human memory as a whole and ready-made, interacting with other combinations as if they were separate words.

The Uzbek language is a rich and ancient language. The role of **idioms formed over thousands of years in this language** is incomparable. Each idiom is a product of the life experience, lifestyle, wisdom and intelligence of the people. They give our language imagery, melody, meaning and content. serve as a means of communication and exchange of ideas in the language . At the same time, phrases are also an area that shows the lexical and stylistic possibilities and richness of the language. In this sense, studying phrases, like words, and conveying their specific aspects, speech activity, and emotional-expressive functions to students is of great practical importance. However, developing phrases on your own poses some difficulties for primary school students. Because theoretical information about the phrases themselves is not provided, but there are many phrases in the texts of primary school reading and native language textbooks.

Before that, let's talk about what a phrase is.

The word idiom (Arabic: عبرا, 'ibāra) basically means "to speak", "to express", or "to explain". In linguistics, an idiom is a group of words that express a particular idea or concept. When these words are used together, their overall meaning differs from the meaning of the words taken separately. An idiom is a rich and diverse expressive tool of language, often dependent on social, cultural, and historical context.

A phrase is a word that, when combined with its constituent words, creates a new meaning. In other words, the words in a phrase differ from their simple, lateral meanings and, when used together, convey a specific concept. In linguistics, a phrase primarily expresses the semantic properties of words and is therefore an important tool for a deeper understanding of language.

Definition of the phrase:

Phrases are expressions consisting of two or more words that have a collective meaning. That is, the meaning of the phrase differs from the direct meaning of the words that make it up.

For example:

"To put on one's coat inside out" - to be angry, to turn away in protest;

"Counting chicks in the fall" means waiting for the end of the work, not rushing;

"To play to someone else's will" - to give up one's own will and submit to the will of another;

"To stand together" means to act together, to work in unity.

The function of phrases:

Uzbek phrases:

imagery (gives figurative power to words),

Deepens the meaning (makes the thought richer),

emotional color (laughter, sarcasm, pity, pride),

aesthetic pleasure (makes literary speech beautiful).

Types of phrases:

Phraseological expressions – have a complete meaning:

Stiff-tongued – unable or reluctant to speak.

A weight was lifted off his shoulders - he was relieved, the problem was solved.

Figurative expressions - describe an event figuratively:

His heart was beating like a hurricane – in excitement.

It came like a dark cloud - fierce and angry.

Humorous and sarcastic expressions - mixed with laughter or irony:

He who has lost his mind - he has regained his senses.

He wore his robe inside out - he went the other way, he showed resistance.

Today, special work is being carried out on idioms, that is, explanations of some idioms are given in the given dictionaries. However, we cannot say that this work always gives the necessary results. Students graduating from high school do not have a sufficient wealth of phraseological units. This is because the system of studying idioms has not yet developed into a purposeful and strictly developed system. The fact that the same amount of time is spent on teaching idioms that are often used in consumption and those that are rarely used, that is, those with a relatively difficult meaning and simple appearance, and the fact that the nature of studying exercises on idioms is not taken into account, makes it difficult to learn idioms.

The process of acquiring speech is closely related to the growth of a child's thinking. As the student masters the elements of language in expressing his thoughts, he begins to feel the world around him, to learn about existence. Concepts are formed in the child's mind, which are reflected using language tools.

Speech is a complex phenomenon - phrases are distinguished not only by their complexity, but also by their complexity in learning. Many scientific opinions, recommendations, and instructions have been created and are being created on the methods of teaching phonetics, lexicon, and grammar in the methodology of teaching the mother tongue in primary grades. However, recommendations on the methods of teaching phrases are not enough. In the methodology of teaching the mother tongue, phrases are studied from the point of view of developing students' speech skills. The main attention is paid to the ability to introduce phrases, which are a unique asset of the system of strengthening speech activity, into speech consumption as much as possible.

Phrases are a very complex and multifaceted phenomenon. Each phrase has a certain volume of meaning, form and possibilities of application, and their form is also unique. When we talk about the form of a phrase, we mean its phonetic, orthographic structure and grammatical forms. Compared to a



lexeme, phrases differ in the volume of meanings and their multiplicity. Such situations make it difficult to introduce phrases into speech. Most students try to avoid using them in their speech as much as possible. The reason is that students do not always fully understand the meanings of phrases, they cannot understand their meanings. This encourages them to speak simply, simply, and impoverishedly, at the expense of excluding phrases from speech. In this sense, it is necessary to create an optimal methodology for teaching and learning phrases.

By using a phrase in our speech instead of a simple word or phrase, we have the opportunity to express our speech more effectively. In this case, the words in the phraseology lose their meaning and are used figuratively. We may know the meaning of the words and phrases we use in our speech and be able to adapt them to a specific situation, but we do not always know their origin, what meaning they originally meant.



"In the blink of an eye" - this expression describes an event that happens in a short time, that is, a process that occurs quickly. "Looking from another angle" - this expression means looking at something from a new perspective.

Uzbek idioms are a mirror of the wisdom and spirit of the people. Through them, we convey deep meanings and ideas about life, society, and human relationships. Therefore, learning and correctly using idioms is important and necessary for every Uzbek speaker.

I think it is more useful to use pictorial methods to teach students idioms. For example, we can give pictures like this, and write what the idiom is in the blank spaces.

	
He took the cart away dry.	He threw his skull into the sky.

Or it could be the following phrases.

	
A nut hit him in the head.	It's like a mountain has been lifted from your shoulders.

It could be something like this. Addressing students in this way will make them remember more and learn better.

In conclusion, we can say that an idiom is one of the most subtle and rich expressive means of language. It is made up of word combinations that differ from the meaning of each of its components, creating a new, specific meaning. An idiom is often used as an important tool for enriching the language, deepening understanding, and reflecting cultural aspects. The correct use of idioms in a language is important not only in communication, but also in scientific and literary writing.

References:

1. Mamatov A. Issues of the formation of phraseologisms in the Uzbek language: Philological.science.doctoral.diss...author's ref. – Tashkent, 2000. – 56 p.
2. **Abduazizov AA** – Explanatory dictionary of phraseological units in the Uzbek language . – Tashkent: Fan, 2005.
3. One of the most extensive phraseological dictionaries in the Uzbek language. Each phrase has an explanation and examples.
4. **Nurullayeva D.** – Structure and use of phrases in the Uzbek language . – Tashkent: O'qituvati, 2010.
5. Methodological guide on the structure, types and methods of using phrases in the lesson.
6. **National Encyclopedia of Uzbekistan.** – Articles on phraseology, idioms, figurative meaning.
7. An extensive resource containing scientific and official explanations of the Uzbek language.
8. **Toraqulov K.** – Introduction to Uzbek Linguistics . – Tashkent: Fan, 2002. The role and analysis of idioms in linguistics are given.
9. **Yusupova M., G'afforova G'.** – Phraseological dictionary of the Uzbek language . – Tashkent: Akademnashr, 2018.