

**PHRASEOLOGICAL COMBINATIONS THAT CONTRIBUTE TO THE  
FORMATION OF THE SCIENTIFIC WORLDVIEW OF SCHOOLCHILDREN**

U. E. Ataev

Teacher, Department of Russian Language and Literature  
Shakhrisabz State Pedagogical Institute**ABSTRACT**

The article discusses phraseological units, their role in speech development, use and understanding. Learning to use phraseological units of the Russian language is considered one of the most difficult tasks for Uzbek schoolchildren. This article shows some ways of using phraseological units in teaching the Russian language, in schools with the Uzbek language of instruction.

Currently, in Russian language classes, along with studying phonetics, grammar, vocabulary, and spelling, special attention should be paid to familiarizing students with phraseology. It shows the close connection of language with the life, history and culture of society. In addition, phraseology largely contributes to expanding students' horizons, deepening their communication skills, and making their speech lively, expressive, and emotional. This creates prerequisites for a higher degree of perception of literary texts. A person who knows the phraseology of their native language, who knows how to use it, usually easily expresses thoughts, as they say "for a word in the pocket does not climb". Studying phraseological units is important for understanding the language and its system.

**Keywords:** phraseological units, folklore, language, aspects of language, comparison, learning.

**Introduction**

Familiarizing students with phraseological combinations contributes to the formation of their scientific worldview, equips them with the basics of knowledge about the phraseological composition of the language being studied. Enriching students' speech with phraseological units, mastering their meaning and features of their use, requires purposeful, specially organized work. Traditionally, phraseology as a branch of language science is studied at the secondary level of school education, but phraseology should also be taught in the primary course of the Russian language. since the assimilation of phraseological units is a gradual, long-term process. We can say that the process of enriching speech with phraseological units is cumulative, so the earlier you start it, the better the result of such work will be. Learning phraseology will be more successful if you identify the most effective methods and techniques. Which can be used by a teacher or teacher when studying various topics of school and university courses. The choice of methods and techniques is determined by the main task of communicative learning of the Russian language – not only to teach children to hear phraseological units. Namely, to see them in the text and understand



them, as well as to use them actively and stylistically in everyday communication. No matter how many different methods and techniques we use, we still have to admit that the main thing is a well-thought-out system of exercises: from observing phraseological units to using them in speech. Tasks for exercises can be of various types, for example: - Find a phraseological unit in a sentence and text, name or emphasize it. - Insert the appropriate words that are always used as part of these phraseological units: buy ... in a bag; sulks like ... - The teacher names the meaning of the phraseological unit, and students should remember the phraseological unit themselves.: How do you talk about people who often change their decisions? (He has seven Fridays a week); - Choose phraseological units of a certain topic. For example: "name the phraseological units associated with the name of animals (work as a horse, bear service, raven count, etc.)", translate into Uzbek; – Add a phraseological unit that matches the meaning. For example, I spend my time very monotonously. I don't do anything in the morning, but I do ... (from empty to empty I pour); – Replace phraseological units with words (answering the question " How?", similar in meaning to verbs, etc.), for example: Drop in the sea (little), without a hitch (good) or cheer up (encourage), let know (inform) how to translate these phraseological units are in Uzbek; - Determine in which style of speech the following phraseological units are appropriate: to be in seventh heaven; to sharpen lyas; filkin's literacy; - Choose antonyms for these stable combinations and translate them into Uzbek: the cat did not cry, the hand fell, beat baklush; - Choose synonyms for these phraseological units and translate them into Uzbek tongue: at the top of your lungs, as if sunk into water, to shed tears. Currently, comparative research in the field of phraseology is recognized as relevant due to the importance of identifying similarities and differences of phraseological units in different languages. Phraseological units clearly show the originality of everyday life, life, history and culture of the people. Each nation has its own figurative words, which are a storehouse of wisdom. Knowledge and active possession of phraseological richness not only beautifies speech, but also contributes to a better understanding of the mentality of the people. Promotes effective communication between representatives of different cultures. For a person who is learning a particular language and already has a certain vocabulary, phraseological units present the greatest difficulties, especially if there is no similar phraseological unit in their native language. Our experience of teaching Russian in a higher educational institution with the Uzbek language of instruction has shown how important it is for students to get acquainted with stable combinations of words, i.e. with phraseological units. As you know, scientists still have not achieved unity in understanding which phenomena should be attributed to the object of phraseology. So, some scientists refer all stable combinations of words to the composition of phraseological units, while others limit the list of phraseological units to only a certain group of stable phrases. Some scientists include proverbs, sayings, catch words, aphorisms in the phraseology of the language, while others do not. We support a broad understanding of the object of phraseology. Of course, when selecting phraseological material, it is advisable to use those phraseological combinations, proverbs, sayings and winged expressions that have an analogue in the student's native language. A comparative analysis of phraseological units in the Uzbek and Russian languages allows us to identify



phraseological units with similar semantics. Phraseological semantics is the most important branch of phraseological science that studies the content side of phraseological units. phraseological semantics covers a wide range of issues. These include the semantic structure of a phraseological unit, the problem of phraseological meaning, the imagery of a phraseological unit, its internal form, the polysemy of a phraseological unit, and the semantic relationship of the components of a phraseological unit. The real situation of communication is difficult to imagine without such Russian phraseological units, proverbs and sayings as: live for a century, learn for a century; time for business, fun for an hour, everything has its time, soon the fairy tale affects, but not soon the work is done, time is money, etc. In the Uzbek language there is a layer of phraseological units, aphorisms, proverbs and sayings, which reflect the attitude of the Uzbek people to the most important category in people's lives – the category of time: bugungi ishni ertaga kyyma, burnini kytarmok, kyngilga zig 'ir egdek tegmok, vak 'tganimat, vak'ting ketdi–nading ketdi, ilm olishning erta-kechi yik, vak 'tketiga kaitmas, suv ketiga okmas, zir titramok, ytgan waqt yykolgan oltindan kimmat, kovok kalla, bysh ytirmagin hech wakt-oltindan kimmatdir wakt.

When translating these phraseological units into Uzbek, we used both a literal translation and synonymous constructions, for example: all day long – kunlab, kuni bilan, (uzun) kun, bir necha kun davomida; day by day – kundun-kunga, kunsayin, tobora; in broad daylight–kupra-kunduz кунниIn the process of translating phraseological units into their native language, students are convinced that most of the proposed phraseological units have an analog in the Uzbek language. Of course, phraseological units reflect the national specifics of the language, its identity. But for educational purposes, it is important to highlight such phraseological material that will allow students to understand that in addition to differences, there are many similarities in the representation of a particular people about time, good and evil, diligence and other universal values reflected in proverbs, sayings, aphorisms, phraseological units. Phraseological units are the richness of the language, because they differ in the ability to clearly and concisely denote various phenomena of reality. Linguists who deal with the problems of comparative phraseology have always sought to identify something in common either in the structure or in the meaning of phraseological units of the two languages being compared.

It is known that the modern educational process is based on a humanistic concept, according to the principles of which students are recognized as the main value of pedagogical activity. The most important goal of education and upbringing is the student's self-development. Of course, the personality of a talented teacher largely determines how successfully the formation of a harmonious personality of the student will be carried out. But in the process of teaching the humanities, the subject itself contains material that contributes to the upbringing of a high internal culture of a person, expanding his horizons, and getting acquainted with the culture of other peoples.

In our opinion, the study of phraseology in Russian language classes provides a wide field of activity in this direction, because the phraseological richness of any language attracts the attention of students, and at the same time raises many questions for them. It is quite natural



that students show an interest in idioms, which, as our experience has shown, is shown when studying a foreign language, including Russian. The research of universal and national phraseological units in the Russian and Uzbek languages is particularly relevant in our country. It is known that speaking a particular language, a person uses not only individual words, but also whole stable combinations of words or phraseological units.

At the same time, the latter are not created in the speech process, but are extracted from memory entirely. Ignorance of the basic phraseological units of the studied language leads to a misunderstanding of the utterance even when, it would seem, all the words that make up it are well known.

That is why proficiency in the Russian language requires not only knowledge of a certain minimum of words. A correct understanding of Russian speech, both orally and in writing, and free communication in Russian is absolutely impossible without mastering a sufficient number of phraseological turns, especially those that are part of the phraseological core of the Russian language.

#### **BIBLIOGRAPHIC REFERENCES:**

1. Babansky Yu. K. *Metody obucheniya v sovremennoy obshcheobrazovatel'noy shkole* [Methods of teaching in a modern general education school].
2. Belyaev B. V. *Psikhologicheskie osnovy osvopeniya leksiki inostrannogo yazyka* [Psychological foundations of mastering the vocabulary of a foreign language], Moscow, 1964.
3. Bim I. L. *Metodika obucheniya inostrannykh yazykam kak nauka i problemy shkolnogo uchebnika* [Methods of teaching foreign languages as a science and problems of a school textbook], Russian Language, Moscow, 1977.
4. Questions of methodology of teaching foreign languages in secondary and higher education / edited by A. S. Shklyayeva. - Kazan: Kazan State University. University, 1961, p. 263
5. Galskova N. D. *Sovremennaya metodika obucheniya inostrannykh yazykam* [Modern methods of teaching foreign languages].
6. Gez N. I., Lyakhovitsky M. V., Mirolyubov A. A. et al. *Methods of teaching foreign languages in secondary schools*, Moscow, 1982.
7. Glukhov B. A., Shchukin A. N. *Terms of methods of teaching Russian as a foreign language*, Moscow: Russ. yaz., 1993, p. 83.
8. Gurvich P. B., Kudryashov Yu. A. *Lexical skills that determine speaking in a foreign language // General methodology of teaching foreign languages. Khrestomatiya*, Moscow, 1991.
9. Zhinkin N. I. *Yazyk [Language]. Speech. Creation // Izbr. tr – - Moscow, 1998.*
10. Izhogina T. A. *How to teach kids to read / T. A. Izhogina // Foreign languages at school. 1993, no. 1, pp. 49-51.*
11. Kitaygorodskaya G. A. *Metodika intensivnogo obucheniya inostrannykh yazykam* [Methods of intensive teaching of foreign languages]. Moscow: Vysshaya shkola, 1986.
12. Aslonov S.S. (2020). The role of online teaching and innovative vative methods. *Science and education*, 1(3), 524–528.
13. Akhmedzhanova N., & Aslonov Sh. (2020). Semantic types of predicates and phase segmentation of a verb action. *Internauka*, (12-1), 27-29.