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WAYS OF TEACHING PHRASEOLOGICAL UNITS

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Annotation:

Phraseological units are a fundamental part of language learning and communication. They are groups of words that have a fixed meaning and cannot be understood by the literal sense of each word. Teaching phraseological units at school is crucial because it helps students improve their language skills, enrich their vocabulary, and communicate more effectively. In this article, we will explore the importance of teaching phraseological units, the different types of phraseological units, and some useful phraseological units for pupils.

Key words and expressions: phraseological units, language learning, communication, vocabulary, teaching strategies, idioms, phrasal verbs, collocations, fixed expressions.

Teaching phraseological units is essential for language learners because it helps them understand the nuances of a language and communicate more effectively. There are four main types of phraseological units: idioms, phrasal verbs, collocations, and fixed expressions.

Idioms are expressions that have a figurative meaning that cannot be understood from the literal meaning of the words. For example, “break a leg” means “good luck”.

Phrasal verbs are verbs that consist of a verb and one or more particles. The meaning of the phrasal verb is often different from the individual words. For example, “give up” means “to stop doing something”.

Collocations are words that often occur together, creating a natural-sounding expression. For example, “strong coffee” is a collocation.

Fixed expressions are phrases that have a specific meaning and cannot be changed. For example, “once in a blue moon” means “very rarely”.

Teaching phraseological units can be challenging, but there are several effective strategies that teachers can use. Firstly, teachers can introduce phraseological units



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through real-life situations, such as movies, songs, and books. This approach can help students understand the context in which the phraseological units are used and make them more memorable. Secondly, teachers can use games and activities to teach phraseological units. For example, teachers can create a matching game where students match the idiom with its meaning. Thirdly, teachers can encourage students to use phraseological units in their writing and speaking. This approach can help students become more confident and fluent in using phraseological units.

Teaching phraseological units at schools should begin with an introduction to the concept of phraseological units in their importance in language learning. Teachers should explain the structure of phraseological units and the different types of phraseological units that exist, including idioms, phrasal verbs, and collocations. Teachers should also provide examples of phraseological units in context and explain how they are used in everyday language.

After the introduction, teachers can move on to teaching specific phraseological units, using annotated materials and practical exercises. Annotated materials should provide students with a clear explanation of the meaning and usage of the phraseological unit, as well as examples of the phraseological unit in context. Practical exercises can include gap-fill exercises, matching exercises, and role-playing exercises that allow students to use the phraseological unit in different contexts.

Teaching phraseological units should also include a focus on pronunciation and intonation, as this is an essential aspect of mastering these expressions. Teachers should provide students with examples of the correct pronunciation and intonation of the units, and encourage them to practice these expressions in different contexts.¹

Useful phraseological units for pupils:

Here are some useful phraseological units that pupils can use in their daily conversations and writing:

1. **A piece of cake** – Something that is very easy to do.
2. **Hit the nail on the head** – To be exactly right about something.
3. **Break the ice** – To relieve tension or awkwardness in a social situation.

Teaching phraseological units at school is essential because it helps students develop their language skills and enrich their vocabulary. Phraseological units are a group of

¹ .Semantic structures of English phraseological units and proverbs with proper names. Dissertation paper. SamSIFL. N.Ochilova. 2014.



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words that form a single unit of meaning, and their individual words cannot be used in isolation without changing the overall meaning. ²There are several types of phraseological units, including idioms, phrasal verbs, collocations, and fixed expressions. Effective teaching strategies for phraseological units include introducing them through real-life situations, using games and activities, and encouraging students to use them in their lifestyle. Generally teaching phraseological units at schools is essential for helping students achieve fluency.

EXERCISES THAT ARE RELATED TO PHRASEOLOGICAL UNITS

EXERCISE 1. Choose the right variant of the translation.

1. the green – eyed monster
jealousy
green-eyed monster
green longing
2. to rain cats and dogs
cats and dogs
pour like a bucket
to bathe cats and dogs
3. to have Butterflies in the stomach
to have butterflies in the stomach
to be nervous
to have a sick stomach
4. How goes the enemy?
What time is it?
How is our enemy?
How is the enemy moving?
5. Little pitchers have long ears
small puppies have long ears
have sharp hearing
small children like to listen to adult conversations
6. every dog has his day

² 1.Кунин А. В. Англо-русский фразеологический словарь. - Изд. 4-е, переработанное и дополненное. - М., 1984.



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and there will be a holiday on our street

everyone has his place

every dog has its own day

7. the house that Jack built

the house that jack built

a story with repetitions

of jack's house

8. to paint the lily

to draw a lily

to try to improve something, and already good

to draw purple

EXERCISE 2 .Fill the blanks with idioms

*A white elephant * when pigs fly* went beet red * call a spade a spade*

* out of the blue * big cheese *

1. When Mandy replaced her glasses with contact lenses, she _____
2. As soon as I mentioned his name she _____
3. He is just another _____ in the government.
4. I can't give you the answer just _____. I'll have to think over a little.
5. Let's _____ two teenagers committed suicide yesterday.
6. That new shopping centre has turned into _____
7. I asked my boss if could go on a two month vacation, he said yes, _____!

EXERCISE 3. Match the idioms with the correct translation.

- | | |
|------------------------------|--------------------------------|
| 1. A bosom friend | a) xo'rozning tojidek qizil |
| 2. Black frost | b) moviy osmon |
| 3. As red as a turkey cock | c) qadrli do'st |
| 4. The Blue Blanket | d) eshshakdak qaysar |
| 5. As an obstinate as a mule | e) qora sovuq |
| 6. To be all thumbs | f) sherdek jasur |
| 7. As bold as a lion | g) qo'y og'zidan cho'p olmagan |
| 8. Wouldn't hurt a fly | h) qo'pol beso'naqay inson |



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EXERCISE 4. Write down the definition of these idioms.

1. To kick the bucket:

2. To be all thumbs:

3. The real McCoy is a diamond:

4. Grin like a Cheshire Cat:

5. Make a mountain out of a molehill:

6. As bold as a lion:

7. As obstinate as a mule:

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