

## ISSUES OF TEACHING LINGUISTIC UNITS

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**Annotation:** This article discusses phrases and their study as one of the tools to increase students' vocabulary in primary education.

**Key words:** Primary education, students, lexical unit, phrase, word, phraseology, phrase.

We all know today that primary education serves as a key link in general secondary education. It is no coincidence that this stage of education has received more attention in recent years. After all, it is at a time when children of primary school age are interested in learning more about their events, to understand their essence, and at this time they have more responsibility than primary school teachers. , strength and diligence are required. Because during this period, some students still do not fully develop fluent speech and do not fully understand the meaning of words, which, of course, indicates a lack of vocabulary. Therefore, in order to increase children's vocabulary in the process of teaching in primary school, it is necessary to develop fluent speech skills and use the rich potential of our language, living together with the centuries-old traditions of the Uzbek people. is being used effectively. We learn by verbalizing a reality that cannot be known to the senses only through language. We can safely say that the modern Uzbek literary language has a huge vocabulary, because the five-volume "Explanatory Dictionary of the Uzbek language" (2006-2008) contains more than 80,000 common words and phrases. In order to live well, to have a place in society, a person needs to know a lot, see, hear and read the necessary knowledge. Listening and reading are done through language units, and the possibilities are endless. The enlightening significance of language is that the knowledge generated by each member of society due to language becomes popular, and it is possible for it to be developed and enriched by the

majority. The role of language units in the learning process is invaluable. The word is a very powerful concept. It is known that language consists of the following units: sound - phonetic unit, word - lexical and morphological unit, additional - morphological unit. , phrase and sentence - syntactic unit.

A lexical unit is any unit that is part of the vocabulary of a language implied. Among these units, units that answer a question and are included in the vocabulary of a language and are readily available in the dictionary are called lexical units. These include words, phrases, figurative expressions, compound words, pairs of words, repeated words, and compound words.

Compounds formed not only by the use of words to express our thoughts in the speech process, but also by the stable connection of several words - we also use expressions. A phrase is made up of two or more words is a linguistic unit that is found and represents a holistic metaphor, in linguistics is also referred to by terms such as phraseology, phrasema, phraseological unit. Phraseologisms differ from words in their peculiarities: Phraseologisms are word combinations that consist of an association of two or more words, phraseologies have a figurative nominative meaning, phraseologies have a meaning relative to the word strong expressions, they perform a certain methodological function in speech, serve for expressiveness and emotionality.

The fourth stage of working on the dictionary in primary school lessons is aimed at mastering the meaning of phraseological units. For example, if he hits the ground, he jumps into the sky, to love, to be pure in heart, to have straight hair, to have no dirt in his heart, to put talc in his mouth, to dust before the herd, he wrote his heart, o ' the heel cracked, like putting his teeth into his teeth, his ears tingling, his eyelids drooping, the strings of his mouth running away. Although theoretical information about the phrase is not given in the primary grades, the concept of the phrase is introduced in practice. For example, in elementary school native language and reading lessons and other textbooks, phrases are given and practiced throughout the topics in order to increase students' thinking, speech richness, and to prevent repetition. Unfamiliar phrases are replaced by other words and phrases that have the

same meaning. In particular, in the narration on the subject of "Tandoor" in the 2nd grade textbook, the words "to die, to end the day, to die" - to die (to die in conversation), to pass in front of him - his ra to the notion of anger, to the notion of anger, to the notion of the heart beating in the poem "Child's excitement", to the notion of arousing hearts in the story "Our best friend", to the notion of envy, ko ' to sow the seed of goodness in ngil - for good to the concept of sending, to the concept of sharpening the mind, to the concept of sharpening the mind, to the phrase "to dream of the Almighty" in the 4th grade textbook - to enjoy, to calm the heart, in the story "Map" to reach the bottom - to find out, in the story "Melon Festival" - to eat, to be proud - to look, in the story "What is left of a man" - to look, equality is explained by comparison. Explain the lexical meaning of a word that prevents you from understanding the content of the work. For example, when working on the Map text in Grade 4 Reading, a dictionary of words and phrases might look like this:

Keep your mouth shut - be amazed,  
Like molded bricks, all sides are flat,  
It sank like a moon - it hit hard, it hurt,  
To write is to set a condition, to emphasize.

For example, the following questions and assignments are used to explain the phrase "perverted intention":

- Compare this phrase with the phrase "clock is broken".

"Which one is it?" (clock is broken)

- Which compound is used in a different sense? (mentally ill)

What is the meaning of the phrase "perverted"? (Students think that people with bad intentions are called "bad intentions")

Apparently, the method of comparison is an effective way to interpret the meaning of words. The same is true of the meanings of such expressions as "bowed down," "rebuked," "eyes play," "hearts are on fire," and "tongues are found."

In conclusion, phrases that are part of a phraseological unit serve to enhance students' speech and prevent repetition in the speech process.