

THE ROLE OF TEACHING ENGLISH PHRASEOLOGICAL UNITS IN SCHOOL STUDENTS 'VOCABULARY IMPROVEMENT

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Annotation. It is known that the use of phraseology in the learning process increases the cognitive activity of students, expands their communicative abilities, creates a favorable environment for creative motivation in the classroom, encourages independent work on language, helps to solve educational tasks. This article reveals the role of phraseological units in enriching students' vocabulary.

Keywords: phraseology, phraseological unity, speaking skills, comparison, vocabulary, vocabulary, enrichment.

One of the main tasks of teaching English is to develop students' speech, strengthen their speaking skills, improve their ability to express themselves clearly. Enriching students' speech means understanding words, phrases, lexical and grammatical meanings of sentences, their stylistic features, area of application. Expanding students' vocabulary is one of the key tasks in teaching English. The importance of this problem is determined by the fact that the speech of schoolchildren consists of simple constructions, stylistically unpainted simple vocabulary. Students choose words with difficulty to express their thoughts. Thus, vocabulary is an important component of speech activity and takes precedence in the lesson, so the formation of lexical skills should be a priority in the work of the teacher. Graduates should know the amount of specific words specified in the curriculum, but it is important to distinguish between the words "know the word" and "use the word".

Word knowledge - the reader knows an English word but does not understand its meaning, just thinks a little and then remembers it. Word acquisition, application - when reading a text, the reader quickly recognizes the word, understands its meaning. Automatically finds a word in speech and can use it with other words. So,

the main goal is not to know the words, but to master them. Therefore, the reader must have a certain amount of words. In this case, these words do not depend on what type of speech activity is necessary. There are two layers of vocabulary, the first is the vocabulary that students actively use; the second is the vocabulary learned and understood. They form the reader's vocabulary and are called active and passive vocabulary. Vocabulary can be entered using both translated and non-translated methods. Phraseologisms are usually recommended to be introduced in a translational way. The phraseologies that are included should be clear to the readers. The main volume of phraseological material is found in books for reading at home. Students will be able to both understand and translate the text if they are given the task of crushing them in a special notebook and quoting the translation and commentary. Focusing students' attention on phraseological units contributes to the intensive assimilation of lexical material. Also, working with phraseology builds reading, crushing, and speaking skills in students.

Some Russian and Uzbek phraseological units have their analogues in English, and their structure, style, and form are similar. They are easy to remember. If they are given the task of composing sentences with their help, and the meaning of these sentences is explained, students' vocabulary will improve.

In order to enrich the vocabulary of students, it is necessary to first teach them to translate the phraseological units that occur in different textbooks. This process requires great responsibility, creative research, skill. Adequate translation, author's style and method of translation, reflection of national features in translation, etc. play an important role in the study of phraseology.

Ya. I. Retskir said: "The correct choice of lexical phraseological means to clearly express the author's style in translation is a decisive element" [2]. A. B. Fyodorov considers it expedient to use the following methods in the translation of phraseologies: 1) accurate translation, preserving the meaning and structure of the phraseology; 2) to translate the meaning or form of phraseological units in the original with a partial change; 3) translation by selecting analogues available in the

target language. If it is not possible to use methods 1 and 2, the translation can be replaced with similar or corresponding expressions available in the language. [1]

Proverbs, sayings, idioms created and improved by the people over the centuries are our rich heritage. Their thematic size is very large and covers many areas of life. For example: in English: Bad news has wings; in Russian: Khudye vesti na krylyax letayut; In Uzbek: A bad word has wings. He laughs best who laughs last - Xorosh o smeyotsya tot, kto smeyotsya poslednim - The last laugh is a good laugh. Applying equivalents to words and phrases, bringing the meaning closer to the meaning in the text, helps them to be read expressively. Students' vocabulary of phraseological units is enriched. In the translation of some phraseologies, the meaning and structure are preserved, so it is easier to memorize such phraseological units. For example: Health is better than wealth. - In zdorovom tele- zdorovyy dux. - Health and wealth. Fish begins to stink at the head. - Fish tuxnet with head. "The fish stinks." Reap as one has sown. - Chto poseesh, to i pojmesh. "You reap what you sow." Apparently, the full equivalent of these articles is available in English, Russian and Uzbek. They enrich speech and make it more engaging and meaningful, meaningful. In some cases, the form changes during translation and a semantically close expression is selected. For example: Friend in need is a friend indeed. - Druzya poznayutsya in bed. - A friend is known in trouble.

In enriching students' vocabulary with phraseological units, it is important to find and reinforce phraseologies that are close to the words they have covered in previous topics. To do this, it is advisable to create assignments such as doing various exercises, writing essays, writing essays, creating dialogues, commenting on phraseologies in texts, and giving them as homework.

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