

LEARNING PHRASEOLOGY IN TAJIK SCHOOLS IN UZBEKISTAN

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ANNOTATION

This article discusses the construction, spelling, and use of grammatical and grammatical expressions in Tajik schools in Uzbekistan. At the same time, opinions are expressed on the basis of secondary school textbooks.

Keywords. Phrase, phraseology, school, Tajik, grammar, language manual, book, basics.

INTRODUCTION

The systematic course of syntax in the eighth grade begins with the teaching of phrases, as in the fifth grade, in which the introductory course ("Syntax and book characters") was discussed. Therefore, the basis of success in the lessons of this school course, first of all, in the course of studying the course of syntax of simple sentences is related to the effective results of sentence learning. And understanding the importance and status of phrase teaching in the eighth grade, it should not be forgotten that students from the beginning of the syntax course in the fifth grade on the phrase, including the concept of the phrase, the difference between the word and the word, the components of the phrase (main and subordinate clause).) - the word subordinate and subordinate in it, by questioning to determine the components of the phrase and, finally, the grammatical means of communication of the components of the phrase (as well as information about the ability to be two-part and multi-part). And the same information that students learn from the introductory course of syntax on phrases, of course, during the study of a systematic course of morphology in grades V-VI-VII This is one of the requirements of the curriculum and one of the general didactic principles of teaching the mother tongue (the principle of teaching different parts of the language in conjunction).

MATERIALS AND METHODS

Therefore, in class VIII, it is necessary to repeat the same information about the phrase in students by explaining other related issues: a) the difference between the phrase and the sentence; b) connection of words in a phrase (addition, dependence and concatenation); c) lexical and grammatical meaning of the phrase; d) the main types of phrases are developed in terms of meaning depending on how the main part is expressed (mainly about nouns and verbs). In addition, the definition of the phrase (its more detailed and complex definition) will be considered, and the method of conversation will provide more information on the difference between a phrase and a word, on which students have little knowledge of the V grade. Therefore, it is useful to organize the presentation of the topic of the first lesson ("Phrase") using the method of student conversation. Therefore, in order to test the previous knowledge and skills of students who have received from the 5th grade, it is necessary to ask the following questions and tasks:

1. What is a phrase? 2. What do you know about the phrase? 3. In general, how many parts or words make up a sentence? What are those items called? 4. How is a phrase different from

a word? 5. By what means are the parts of a phrase connected? 6. What is the name of the connection of the components in the phrase? Subscribe or connect? 7. Concerning the. Give examples from your own words? 8. Identify how (through what) the elements are connected in the following phrases: a student's book, a young school teacher, the best brick factory worker, writing a letter, climbing a mountain, talking loudly, asking someone. Also, depending on the last task, it is possible to ask students to determine the subordinate and subordinate components of these phrases by questioning, and according to the number of their components to divide them into two-part and multi-component groups.

So, after solving such questions and assignments, which sometimes require the help of a teacher, it is necessary for the teacher to summarize the answers of students in more detail, and then draw their attention to the acquisition of new information about the phrase.

It should be noted that the repetition of the material and a detailed summary of students' knowledge of the phrase is of great practical importance. This, on the one hand, will strengthen the class's confidence in their knowledge, and on the other hand, such a detailed explanation is also needed for those students who for more than two and a half years have had a weakened perception of the phrase without restoring it. It will be difficult for them to master new issues of phrase theory. In particular, the following remarks of the teacher will be very relevant: You have satisfied me now, mainly by recalling the knowledge you received in the V grade on the phrase related to the given questions and tasks. In your answers you rightly noted that a phrase, first of all, consists of two meaningful words, and in its lexical meaning as a word can express the subject, sign and action, but it shows these concepts more accurately and clearly than a word. We can only describe the object (tree), the sign (height) and the action (writing) by naming the individual, such as a tree, tall, writing. However, these words alone do not give a definite idea of what a tree is, what it means, and what it means to write. Because each of these words has a very general meaning. But if these words take on an explanatory form and form a phrase in the form of an apple tree, very tall, a letter, then our perception of these concepts becomes clearer and clearer. That is, it becomes clear what the name of the object (tree), what is the degree of the sign (high) and the type of action (writing), that these words alone can not have such characteristics. So our conclusion about the difference between a phrase and a word is as follows: Phrases, unlike words, express concepts more accurately and clearly.

In addition, the teacher emphasizes that students are able to identify the components of a phrase, i.e. the word subordinate and subordinate in it, the number of components in the phrase (two-part phrases: student book, writing a letter; multi-component phrases: a young school teacher) came out correctly. In particular, two ways of identifying the components of a phrase, one by questioning, the other by means of communication of components (additional clause, prefix, suffix and intonation) are well remembered. That is, they know that the first time a question is asked, the subordinate clause is identified, and the second time the question is asked, the subordinate clause is identified. For example, in the words of a willing person, the following questions are asked: - Which person? - A man of readiness. Readiness is a subordinate word. - Who came? - People. Man is a subordinate word. That is, in this phrase - the man who came - the word of preparation explains what the word man is, as a subordinate. Another is that in this phrase the components are connected by an additional band (s). We

have said in this regard that if in a phrase the parts are connected with an additional bond, then the main component always assumes the excess and comes before the subordinate component (the person who comes).

Thus, in the expression of the prepared man, the main component of the word man and the subordinate is the word of its origin, and its connection to the subordinate component is made through an additional bond.

The teacher summarizes the students' answers and concludes that from now on the cap will be given to inform them about other features of the phrase. In particular, in the same river they became acquainted with another but more precise definition of a phrase, in addition to learning about the difference between a phrase and a word (in class V), they also used a method of comparing them to the difference between a phrase and The composition and, in particular, the types of connections in the phrase, recognized by the name of the additional connection, dependence and concatenation, as well as their knowledge of the lexical and grammatical meaning of the phrase from class V will be further enhanced by outstanding examples was.

Thus, after emphasizing the purpose of teaching a phrase in class VIII, before explaining the examples, it is recommended that at the beginning a more precise definition of the phrase, given in the textbook of class VII, be read as follows: "Two or more independent words that subordinate to each other by grammatical devices and expressing a complex and precise concept that can be divided into parts, is called a phrase.

As we can see, this definition emphasizes two main features of the phrase: a) the formation of the connection of words (components) in it by subordination, and b) the expression of a specific or specific concept (phrase). These two points should be explained in detail using the method of comparison in the following pre-selected examples (using a overhead projector or computer), which will be presented to the readers' attention:

Father and son father
heads and heads of wheat
love and life | love of life

So, the teacher begins by explaining the features of the relationship of words in a phrase, and first of all, it should be noted that, in general, the relationship of words in a sentence is of two types: connected and subordinate. In a conjunction, words have equal rights, including belonging to one of its members (or to one of its members, or to one of its members) and connected to each other by connecting conjunctions (and, -u, but, but ...). They answer the same question (for example, in the composition of father and son: -Who? -Father. -Who? -Son). For example, the phrase "Father and son consulted" is analyzed as follows: - Who advised? -Father and son (author). Ozodi: What did the father and son do? - Advised (reported). As we can see, in this sentence the connection of the words father and son is made by means of a link and such a connection is called a connection. The conclusion is that the words in the conjunction come in the sentence to the function of one of its members, just as the combination of father and son comes to the function of one of its members, i.e., the originator. However, the subordinate clause of a word in a phrase or sentence is different from the subordinate clause: (after), or is just an intonation (pronunciation tone); b) as in a conjunction the words (components) in a phrase do not belong to one member of the sentence, but to its individual members. For example, the components of the phrase "heads of wheat are bent" in the phrase "The heads of

wheat are bent” are defined by which of their members they are as follows: - What are bent? - Heads (subjects). Ozodi: What are the heads? -Grain (identifier). As we can see, from the elements of the phrase wheat heads in this sentence its subordinate component (heads) comes to the function of the subject, and its subordinate component (wheat) to the defining function, such a feature is not seen in the connection of words.

At this point, when the teacher is talking about the subordinate clause in the phrase and the difference between the subordinate clause, the student can emphasize that the subordinate clause is not only between words within simple sentences, but also between simple sentences of complex sentences. but will learn about this in grade IX when teaching complex sentences. Then, the teacher briefly explains the specific meaning of the phrase under consideration, and draws the students' attention to two issues: a) the difference between the phrase and the sentence, which draws us to the explanation of the first problem. that is, the difference between the phrase and the composition, it is appropriate to use the following table (33).

TABLE 33

T / R What Is The Content? Examples

1. The connection of an independent word with the front or back of the field, from home, at school, my father is strict, like a mirror, like a tulip ...
2. The connection of an independent part with the auxiliary verb to end, to cap, to agree, to say, to be ashamed of, to listen to ...
3. The connection of the two independent parts of speech with the connecting links small and large, man and woman, city and village, book or notebook, father and son, evening and morning ...

According to this table, the teacher explains what is the meaning of the composition and its difference from the phrase and vice versa, and, secondly, draws the students' attention to the difference between the phrase, which will be discussed in this context. that: the phrase, in contrast to the sentence, is not informative (informative), but, as already mentioned, has the property of naming concepts (object, sign and action). However, in a sentence there is always an idea of the end, in which information is given about the completion or non-completion, or the duration of the action, the situation and the movement of objects and events. Therefore, it is understood from it, that is, in particular, the message of the concepts of person, number, time and syllable, that such features are also not characteristic of the phrase. Moreover, it is through a sentence that the communicative communication between people or members of the community is restored, but such a function is performed only by the phrase and through the sentence.

In the next lesson, which provides information on the relationship of words in a sentence and sentence structure, we first recommend using the following table (34) at the time of expression:

TABLE 34

Additional communication Dependent communication (preceding and following) Accompanying communication club members, dry steppe, breastfed baby, desk, fruit picking, arrival of foreign guests, love of work, transparent glass, sitting with friends, making wood, graduating from

school, love for people and homeland, small river, slow going , very large, say nothing, sit quietly and write

CONCLUSION

Based on the examples in this table, the teacher explains the reasons for the additional connection (members of the club), the dependent connection (transparent like a glass, sitting with friends) and the contact connection (pencil drawing) in the phrase, and the teacher emphasizes the structure of the phrase. if it consists of only two independent words (members of the club, pencil drawing), it is called a simple phrase, and if it consists of three or more (foreign guests, hospitality to the people and homeland), it is called a complex phrase.

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