

METHODOLOGICAL RECOMMENDATIONS FOR THE DEVELOPMENT OF LINGUISTIC COMPETENCE THROUGH THE TEACHING OF PHRASES

Togayeva Umrkhol Kahramon qizi

Magistr of Jizzakh State Pedagogical Institute

ABSTRACT

In our modern education system, the main goal is not only to educate students but also to provide them with sociocultural knowledge. In addition to knowledge gained from the main content of the course, students learn the basic concepts of the environment, social development, and events related to society in general, and in the process, their independent thinking.

One of the most important issues is to prepare the ground for them to run. In this case, the student's knowledge of the mother tongue, the richness of speech, the ability to understand the meaning of a word, to sort it out and to apply it appropriately to the situation are required to be sufficiently developed.

Key words: heavy ear, light hand, cracked heart, long tongue, head up.

INTRODUCTION

Today's school education is competent for students throughout the lesson through the transfer of knowledge requires the formation of the basis of each material being taught, the essence of the content, and the skills to apply it in daily activities. If students know the rules of the language well, do not use them properly in a speech situation, and do not follow the rules of language, we cannot say that such students have mastered the science. In this context, it is necessary to deepen the formation of linguistic competence, speech activity and language standards need to be communicated to students as a whole.

Phraseology is recognized as an independent branch of linguistics. In order to fully understand the peculiarities of phraseological units, it is first necessary to have an understanding of the connection of words.

In Uzbek linguistics, the study of expressions began in the 1950s. Scientists such as Sh.Rakhmatullayev, Y.Pinkhasov, M.Husainov, I.Kochkartoev have carried out scientific work in this field. In particular, Sh.Rakhmatullayev defended his doctoral dissertation on "Some issues of Uzbek phraseology". Thus, the study of Uzbek phraseology is still ongoing. In particular, B. Yuldashev defended his doctoral dissertation on "Functional and methodological features of phraseological units in the modern Uzbek literary language."

The phrases have been interpreted differently by different scholars. In particular, prof. In his book "Modern Uzbek literary language", Tashkent, 1965, Sh. such as antonyms.

Both words and phraseology are lexical units, which make up the vocabulary of the language. Phraseologisms, like phrases or sentences, are not formed in the process of speech, but are ready in the same language as words. Hence, phraseology is a linguistic phenomenon, not a speech phenomenon.

Phraseologisms, like words, have the integrity of form and meaning. While the formal side of the word is formed by sounds, the formal side of the phraseology is formed by the words: evil-hearted black, happy-headed sky. Words in a phraseology do not have a complete meaning.

Phrases are based on the figurative meaning of a set of words. Therefore, a few words in a phrase serve as a whole as a part of speech; As a lexical unit, phraseology has the characteristics of words.

It is well-known that in our daily activities we use a lot of words that we do not understand. People have learned in their own lives that sometimes using such expressions has a stronger effect than the simple meaning. Psycho-emotional in the process of communicating it is appropriate to use phrases to better describe the situation. Including:

I was so happy - my head went blue;

I'm fed up with you - you've touched my soul;

My heart was pounding - I was scared;

I raise my head - I glorify;

There are many such examples. As we can see, the phrase "I lift my head" has a better, more complete meaning than "I glorify."

In phrases, the first word often has its own meaning, and the second word is used in a figurative sense given in various sources. For example, in the phrase "face was black", the face is used in its original sense (body part), and the word "black" is used figuratively (to be ashamed).

Phrases basically: a) have a lexical meaning that they express as a whole; b) a person has a degree of general impression, because people who speak the same language basically understand them in the same way; d) has its own structure; e) can serve as a specific part of speech.

The following is a description of linguistic competence by teaching phrases

Special attention should be paid to the following cases:

- Practical application of a set of knowledge about phrases;
- Confidence in achieving the desired results when using the term;
- Formation of training, knowledge, experience applied in practice;

Enrichment of linguistic competence through the study of phrases begins with the correct use of phrases. When a child goes to school, he or she is influenced by the family and the social environment. The mood and social status of the family are, of course, reflected in the dictionary of a child who is just entering life.

How a child learns his / her mother tongue, how he / she uses words, how he / she speaks and what he / she speaks, how he / she analyses exercises, the mental, family and is directly related to the impact of the social environment. However, the fact that the majority of students today have certain speech impediments makes it even more difficult for them to take measures to raise a healthy child.

After all, a healthy child correctly evaluates the events around him. This means encouraging the child to use expressions in their interactions with adults and peers, and in lessons involving picture-based expressions.

Increasing the number of word games is also important. These games are especially important for young children. This method, in turn, contributes to the enrichment of the child's vocabulary, speech and communication skills.

The concept of expression is a major topic in primary school textbooks although not included, we see that its semantic elements are given from the 1st grade. For example, Part 1 of the

Grade 1 Mother Tongue and Reading Literacy book is on page 8, "If You Fall in Love," Part II of this book is on page 13.

"They're on their way home," he said. In the course of the lesson, we explain verbally to the students that this is a phrase that means "when they see" - "when they see", "they went home" - they went home, "when their eyes are burning" - with anger.

Explaining the meaning of phrases to students in the teaching process, the use of different methods and methods in detailed explanation gives effective results. We will prove our point through the educational game "The basket is full".

In this game, students are shown two baskets. In the first basket, samples of phrases are written on small cards. The second basket is empty, and the condition of the game is that the cards in the first basket make sense to the students to write on the back and place in the second basket explained.

The basket is full



At the end of the educational game, students will be strengthened by composing sentences from the phrases used, and will tell the students that the name of the game is not in vain "The basket is full", and that the name is an example of a phrase. clean By fulfilling the conditions of the game, we show that the cards in the basket have taken their place.

Let's look at another method of teaching phrases. In this educational game, students are given a speech. The required phrase is left blank in each sentence. At the end of the sentences, the necessary phrases are written. For example, if you say 5 words, 5 basic phrases will also be shown. Students are given the task of completing a sentence by inserting the appropriate phrase based on the meaning of the sentence. For example:

1. Aziza, who heard this gospel.....
2. Our neighbor is good, but his
3. Akmal is afraid
4. The princess wants to be a..... cook in the future.
5. Grandfather Kadir

When preparing an educational game for students, such as the one above, it is recommended that they also include basic phrases. This is because elementary school students have a hard time finding the right phrases for a sentence on their own. When basic phrases are provided,

they complete the content of the sentence. The process of introducing students to phrases goes largely from simple to complex.

By teaching students phrases, they develop the skills to react to various life events, evaluate different behaviors of people, and generalize their experiences. It is explained that the phrases are a kind of figurative, complete expression of the clear conclusions drawn by the people. That's why they are unique tools in ensuring the logic, accuracy, purity, and expressiveness of speech. It is said that the main use of expressions in the knowledge imparted to students is in the artistic style, and in scientific and formal methods the expressions are almost never used. That is why the masters of words, writers and poets use examples to increase the impact of the work of art, to strengthen the meaning, to better express the idea.

Linguistic competence is the knowledge acquired in a language, the ability to combine that knowledge with practice, and the ability to create speech. If students' knowledge of language structure and speech norms is focused on the development of oral and written speech, it will help to develop their linguistic competence.

Linguistic competence is based on knowledge of words and phrases. Students' vocabulary helps to ensure that speech is clear, concise, accurate, fluent, and varied. They feel their mother tongue by feeling the word. When comparing the works of vain writers, the words used by the writers are not the main criterion for evaluation, but the sharpness and depth of meaning. Therefore, lexicography should be based on native language linguistics.

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