



The Ways Of Learning Phraseologisms With Components Expressing Currency Units In Teaching Process

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Abstract:

A phraseological unit may extend across sentence boundaries and even large stretches of text, a web of unique interrelationships of figurative and direct meanings, and associative links. Phraseology was investigated in a great number of researches works. The linguistic nature of phraseological unit has been explored thoroughly nowadays. The main difficulties of this sphere are faced in understanding idiomatic expressions in English. Phraseologisms with components expressing currency units are considered by many researchers as the colorful side of the language. Therefore, learners must see the language through rose-colored glasses to learn every single item that leads to proficiency. In fact, the level of command of idioms serves as an important indicator of target language proficiency. Teaching and learning phraseological units helps to disclose the cognitive processes of the mind in creative thinking. At the same time, it facilitates the emergence of the other language skills: speaking, reading and etc. Also, it can lead to significant gains in lexicological and stylistic awareness which involves a conscious perception and understanding of: changes in the base form and meaning of the phraseological unit, associative links and their networks, stylistic cohesive in the text and the creation of a new meaning in context.

Key words: phraseological unit, figurative, direct, currency units, idiomatic expressions, linguistic, component, cognitive, proficiency, language skills, stylistic awareness, creative thinking;

Introduction

This part of a vocabulary, being an important element of culture, is at the same time the marker that indicates the students' fluency and efficiency in using a foreign language. English is considered to be a highly idiomatic language, and native English speakers make an abundant use of idiomatic



expressions in various spheres including the media, literature and also colloquially. The majority of textbooks of English as a foreign language suggest studying idiomatic expressions in groups, such as colour idioms, body idioms, food idioms, sport idioms, music idioms, etc. This method has proved to be rather effective since idioms, being “culturally bound” elements of the vocabulary, easily fall into rather distinct categories that at the same time makes the learning process easier.

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The part of a vocabulary, being an important element of culture, is at the same time the marker that indicates the students’ fluency and efficiency in using a foreign language. English is considered to be a highly idiomatic language, and native English speakers make an abundant use of phraseological expressions in various spheres including the media, literature and also colloquially. The majority of textbooks of English as a foreign language suggest studying phraseological units in groups, such as currency, color, body, food, music idioms, etc. The way of teaching phraseological units with component expressing ‘currency’ has proved to be rather effective since idioms, being “culturally bound” elements of the vocabulary, easily fall into rather distinct categories that at the same time makes the learning process easier. Lexis and syntax, or vocabulary (phraseology as a part of vocabulary) and grammar, have traditionally been viewed as discrete aspects of language in teaching [M.Hoey, 2005; U. Romer, 2009.], but a growing number of scholars from a variety of theoretical camps within applied linguistics and second language acquisition argue that the two are in fact inseparable. The importance of phraseological studies is permanently discussed as it demonstrates the interrelation between the language and the society. In speech phraseological units have connotations



related to emotions and value. Connotation is determined only by social, ideological attitude of a speaker; therefore, an appraisal component of such connotation has a subjective nature. Knowing English phraseological units, proverbs and sayings enriches students' vocabulary and helps them to realize figurative system of English, and broadens their lingua cultural competence.

The vocabulary of the English language consists of words and, so called, words equivalent which are not created by speakers but used as ready-made linguistic units. Such units are primarily characterized by the contradiction which exists between the semantic integrity of the whole and the formal independence of its parts. It is very difficult to establish a sharp boundary between free word-combinations which are generated by the speaker in the process of speech and phraseological units used as ready-made. The problem of understanding the meaning of a phraseological unit is linked with a possibility of increasing our knowledge about the world diachronically. Moreover, the role of phraseological units as specific structures in forming vocabulary and linguacultural competence of students is very significant because they encapsulate a national, country's cultural outlook. Usage-based theories of language learning suggest that phraseology must be studied as a part of vocabulary. Teaching phraseology is a part of cultural approach in foreign teaching methodology and arranging vocabulary studying though structure of component meaning is linguistic approach. Complex methodology is applied: method of phraseological identification, semantic analysis.

A phraseological value is a category which is interpreted in different ways depending on understanding of the nature of a phraseological unit, its components and volume of phraseology. According to A.V. Kunin, the phraseological unit is a fixed combination of words which fully or partially change their meanings. [A.V. Kunin, 2005.] It means that a character, which is above the word level, stability and changed meanings of words in the combination are criteria of phraseological units together with other linguistic units, which define their special status in the language structure. "But if we want to characterize the semantic usage properly which is accepted in any speech community and belongs to the described language, we should not only describe it. We can achieve the result only by applying collective estimations which are adopted in the community so we must take into consideration the public opinion. One and the same thing may have different descriptions in different



civilizations. Such semantic definitions must have substantial consequences for the formal analysis of linguistic units.”

However, it is undeniable they are primary to achieve a good command of the language, and ultimately, a proper communicative competence. Undoubtedly, we can state that language is not something isolated, but a social and cultural tool; therefore, the phraseological competence of a speaker depends to a great extent on the cultural knowledge of the linguistic system he/she is involved in. Hence, the situational context really matters while learning and it is the one that asks for specific utterances and expressions that fit particular situations. These special features of languages and people should be explained and analyzed by L2 learners so that they are able to think differently and immerse themselves into the foreign language’s environment. As phraseology constitutes an immense field, teachers struggle to determine which phraseological units are adequate to each level they are in charge of. Obviously, the teacher’s role becomes more complicated and involves a greater effort when deciding to include phraseological content in their everyday teaching, since they should also cope with historical, social and ethnographic teaching, but this proposal is said to ensure success. Though there is a wide range of investigations based on the techniques of teaching English phraseological unit with expressing currency, such as context-based strategy, teaching idioms with using theme, through dialogue writing, guessing game, TV commercials and role-play activities [WuSu-Yueh, 2008]. Teach phraseological units in spoken form, not written, and explain to students how they are conversational, rather than formal. Have students practice the phraseological units in dialogue to help them understand they’re used in spoken colloquial English. Don’t just hand out a long list of phraseological units. Be sure to provide a small selection of 5–10 phraseological units (or less!) and explain each one. By using idioms, set expressions, the learners’ speaking skills are increased. The original contribution of our study is developing the approach to improve speaking skills through phraseological units as well as increasing motivation of students. And now let’s look through some teaching technique which we have mentioned above.

Write three or four idioms on the board that all touch on one theme (e.g. money, body parts). Have students work in groups to see if they can guess the meaning of the phraseological units. Walk around your classroom and check their answers awarding points for any correct definition. Then share the



meanings of the phraseological units with your class and give them an example in context. Move on to another group of idioms around a second theme. Repeat the activity. The first team to reach ten points wins the game.

One of the basics for teaching is to conduct lessons that interest your students. Bored students won't remember much of the lesson. Refrain from giving long lectures that will only encourage your students to wander slumber land. Instead, keep students involved and interacting with them in English. Some students may prefer to listen quietly as they are shy to make any comments. If this kind of interaction makes your students nervous, provide plenty of support by giving clear and very specific directions. In addition, make your lessons livelier by adding games or using real-life objects such as a telephone, cook book, or money box. You can also bring your students out of the classroom for an educational tour. This will greatly increase their attention lifespan and assist to absorb the knowledge easily. Another effective way to attract their attention for learning phraseological units is to provide some rewards during the lessons. Studies have shown that students will be able to learn better when they perceive a personal reward. To boost internal motivation, remind them of the benefits that English can provide, such as English-speaking friends, better job opportunities, easier making money, or less stress at the doctor's office, and then teach language that will bring them closer to those benefits. External motivation can be achieved by praise and encouragement as well as tangible rewards like prizes or certificates. These rewards have been proven to be very effective in encouraging the students to put in extra efforts in their daily learning. Learners will remember material better and take more interest in it if it has applicable contextual meaning. This means that good teachers should be able to relate the teaching materials to daily usage or practical examples. By providing appropriate applications, students will be able to remember them better and longer.

Additionally, this kind of teaching technique could help English language teachers make studying phraseological units more effective and exciting; we need to turn to the types of activities foreign language teachers use in a classroom. The whole range of techniques varies from comprehension exercises to creative writing tasks. The most general examples available to students of various levels are the following:

- Watching a suggested TV commercial and writing down an idiom/idiom used. This activity,



- though very common, enables the listeners both to memorize the idiom and to enjoy the process of watching a funny and entertaining advertisement.
- Creating TV commercials on the basis of a particular phraseological units/group of idioms. A list of phraseological units studied separately or in groups can be suggested by the teacher or arranged by students themselves. This type of work proves to be really inspiring as an out-of-class or homework activity (creating personal advertisements and sharing them with other students in the class).

Methods and ways of applying phraseological units in teaching process are widely clarified in the handouts from methodical ways of teaching English as a foreign language. But every teacher who conducts the lesson and wants his lesson to be more useful and affective creates ways of making his classes interesting. It depends on the imagination and creativeness of the teacher. There are plenty of ways of making the teaching process more interesting and affective by using phraseological units. The teacher may explain the idiom first and then may give the definition orally and ask the students to make up examples one by one. The next way may be like this: the teacher may tell the idiom and give just the example and the students should give the definition it is that what today's up-to-date interactive methods requires us to accomplish. Another one is the students will be arranged into small groups and are supposed to make up short stories according to the phraseological units given by their teacher *for example, money has no smell* but should not tell the idiom which is supposed to be used in the story. The next group should find the name of the phraseological units. The next activity goes on like following: the teacher hands in the written task which has multiple choice tests belonging to the idioms or phraseological units that should be learned. As a consequence by choosing an appropriate materials for implementing different activities in teaching phraseological units are considerable too important.

Teaching materials, part of the five needed components of language instruction (students, a teacher, materials, teaching methods, and evaluation), is a general term to refer to 'anything which is used by teachers or learners to facilitate the learning of a language' [Tomlinson, 1998.]. Teaching materials are of great importance for their guidance in any instructional circumstance. Brown [1995:139] mentions that they provide a detailed description of teaching techniques, methods and the tasks designed for a learner's classroom activities. There are many types of teaching materials including paper-based (textbooks),



electronic (corpus, computer software), and audio-visual (video, television programs, audio tapes, visual aids). All of them can be used by the teacher but we have a close look at the relationship between textbooks and their content in terms of phraseology. Teaching materials are the basis of language input the learner is exposed to and practice in the classroom [Richards, 2001.]. They are important for the learning of language phraseology and may lead to success or failure to reach the competence aims.

As the result of methodical interpretation of visual aids and other form of activities are developed considering specific goals in mind, linguistic and culture-oriented peculiarities of the film and its thematic range. The exercises are directed at removing language difficulties, understanding the content of the episode for viewing, disclosure and discussion of the film, explanation of the realities of other cultures. These tasks can be divided into three groups: pre-viewing activities, first viewing activities and comprehension activities. However, one should not perceive this classification as a mechanical one, because it takes into account not only the time for doing an exercise, but also the type, form and nature of the task defined and limited by this time. The use of audio-visual aids in learning phraseological units with expressing currency units by learners gives an opportunity to implement fully and consistently one of the principles of didactics - visibility.

It helps to facilitate the understanding of language units under study, to use analytical skills of students as much as possible, to mobilize their intimal resources, to increase the interest to the lessons. In such way it is facilitated the comprehension of foreign language speech and the construction of the statements, as the picture in the frame recreates the situation of communication and the student tries to "see", "to read" situational cues and use them as if a prepared or unprepared statement English language phraseological units using audio-visual aids involves the equipment of methodological apparatus of the pedagogical system in question, the didactic interpretation of authentic viewing episodes as well as the programming of certain training actions, aimed at mastering phraseological units with components currency units by the leaners, the development of necessary speaking skills, the formation of a foreign language competence. For all that we should consider not only the native language of students, but the specifics of national culture, educational traditions, which aim to increase the effectiveness of linguo educational process.



Since learning a foreign language requires both students and teachers to be creative, the latter should be motivated to apply various modern techniques of teaching English phraseology with component expressing currency units (including idioms, proverbs and sayings). While watching authentic video materials, memorizing and playing back or learning idioms and proverbs which can be organizing through various vocabulary-based activities with textbooks is useful and also taking into consideration that although listening and pronouncing are separate skills, the majority of language skills are not and should not be taught separately. Speaking activities, discussion or pair-work are challenging and hugely motivating, and a focus on phraseology makes the language natural and authentic.

All in all, the above-mentioned activities help to overcome some linguistic challenges caused by studying idiomatic expressions, proverbs and sayings, and give a perfect example of how culture infuses a language.

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