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# ENRICHMENT OF STUDENTS' VOCABULARY WITH PHRASEOLOGICAL UNITS WITH INDEFINITE QUANTITATIVE MEANING

Maqsudova Fayzilat Shaxobovna

The department of Russian language and teaching methods, Tashkent State Pedagogical University of Nizami Faculty Languages, Uzbekistan

## Abstract

The article talks about the importance of enriching students' vocabulary, identifying unfamiliar words for lexical analysis, paying attention to reading and translating texts, and the multiple meanings of words. Use of innovative technologies: clusters, brainstorming, insert and other types.

**Keywords** Figurative means of language, vocabulary, figurative meaning, reserve, primitive nature, picture, thematic grouping, description.

## INTRODUCTION

"National Program of Personnel Training" ensures the high quality of knowledge of the future specialist, whose personality implies multifaceted education, creative thinking and fluency in the Russian language, first, mastery of the Russian language. Developed is the vocabulary of the students, but the answers and tasks completed by the students show the repetition of the same words, the lack of figurative language tools. Reduces the accuracy, clarity and expressiveness of speech 1. To increase the efficiency of dictionary work, first, we determine the lexical analysis, content, meaning of unfamiliar words and phrases intended for oral presentation. Reading, translating and writing difficult words on the board and in a notebook, identifying the nuances of the meanings of individual words, identifying words used in a figurative sense, searching for synonyms, antonyms, etc.

Speech culture as a scientific discipline was developed within the framework of research in the 20s of the 20th century. Until now it was associated with rhetoric, which is part of the main cycle of humanitarian and linguistic knowledge of the educational profile in Russia. Initially, the concept of "speech culture" had a personal meaning, had an anthropological orientation and was considered as the basis for the development of common human culture. According to G.O. Vinokur, "the culture of the speaker" is all the requirements, including the presence of linguistic taste. The basis of the new linguistic science is such concepts as norms and requirements for the use of linguistic tools. The language norm represents embodied and embodied reality; "Social regulator of speech activity" [1]. The literary norm is characterized by the following features: - stability; - level of use of a linguistic phenomenon; - compliance with authoritative sources. That is, the literary standard

is determined by the internal laws of language development, and at the same time it is determined by the cultural traditions of society. Language norm is a set of established and generally recognized rules, for example: 8 - pronunciation rules; - rules of using words; rules of using grammatical, stylistic, spelling and other linguistic tools established in a traditional way. However, in addition to the correctness of speech culture, G.O. Vinokur, other aspects. According to his research, the concept of speech culture has a meaning in terms of the correctness of speech or skillful, skillful speech. This concept reflects the communicative aspect of speech culture, the nature of which is closely related to the laws of the whole language. Speech culture is defined as the selection and organization of linguistic tools that allow to achieve the greatest effectiveness in achieving the specified communicative tasks of a person in the observation of modern language in the description of his set of ideas, skills and speech abilities. norms and ethics of communication in certain communication situations [2]. This definition reveals the moral aspect of speech culture, which is the concretization of normative and communicative behavior in certain communication situations. Within this study, we rely on the concept of "speech culture", according to which it is defined as a set of certain qualities of speech that have an acceptable effect on the speech of the speech, observing the norms of the literary language. recipient. Let's look at the objective meaning of the concept of "speech culture", which is emphasized based on the ideas and rules of modern rhetoric and linguistics (L.K.Graudina, N.V.Bogdanova, L.A.Verbitskaya, E.N.Shiryaev, T.A.Ladyjenskaya, Yu.V .Rozhdestvensky, Yu.V. Rozhdestvensky, Rosenthal and others). One of the main communicative qualities of speech is its richness [3].

Lexical-semantic grouping of words When studying the name of an adjective, adjectives

denoting the color of the sky (blue, pink, gray, dark blue, light blue) are offered. What adjectives with the meaning of color can describe a bouquet. For this, it is recommended to use a computer projector or a picture (white, yellow, blue, blue, lilac). What colors are used in the State flag of the Republic of Uzbekistan (blue, red, white green) What adjectives describe the size of the room, its shape (big, small, huge, oblong, square oval, round, narrow, wide), leaves, different trees and shrubs (small, big, long, narrow, wide, triangular, jagged, carved, heart-shaped, needle-shaped)? 4. When studying the text, we pay attention to the thematic grouping of words when studying grammatical material. In the study of participants, groups of words are offered to describe a person's appearance. For example, a smiling face, animated, focused, anxious), eyes (closed, running, shiny), gaze (angry, cautious, angry), eyebrows (raised, relaxed), hair (combed, relaxed, cut), clothes (wrinkled, worn, ironed). 5. Compose a text based on key words on the topic "The room I live in" (furniture, wall, sofa, armchair, set, chandelier, carpet, picture, piano, balcony).

The purpose of this paragraph is to reveal the content of the implementation of didactic conditions for working on phraseological units in the system of speech development of students. The basis for solving the problem of enriching the speech of students with phraseological units was based on the following rules: - Psychological principles of L.S. Vygotsky; M.R. Lvov methodological foundations of speech development; methodical recommendations T.A. Ladyzhenskaya. We highlight the following conditions for the successful development of a students speech: 1) A good speech environment for students: adult speech, the language of textbooks, fiction, folklore, etc. 2) Continuous enrichment of speech content. 3) Speech situations that determine the motivation of students' speech and enrich students's speech practice, needs and

opportunities for independent speech. 4) Availability of personally relevant material for training. 5) An environment of constant attention to language and speech. Enrichment of the speech of elementary school students with phraseological units was carried out from September to October 2017. Requirements for language material: phraseological units understandable to students; matching of phonetic, syntactic, stylistic features of phraseological units; - taking into account the stylistic coloring of phraseological units. Since the acquisition and use of figurative expressions is impossible without their conscious assimilation, students undergo further development of visual-figurative imagination, the principle of accuracy was used in the selection of exercises. Also, work on familiarization with phraseological units is aimed at understanding the meaning of students in context.

Expressive reading of phraseological units, choosing this phraseological unit from another group and using phraseological units; use in speech. 4. Description of phraseological units. comparing with others, as a rule, students like these types of work with words, which helps not only to carefully read the proposed texts in search of phraseological units, but also to use them in their speech. A system for analyzing various educational texts with phraseological units and "containing phrases" was built. Based on certain features, students should find phraseological units from the text, explain their meaning, draw sketches and bring the literal or figurative meaning to the fore. A competition begins among students: whoever finds more phraseological units draws them, proves them, explains their meaning. Thus, working on phraseological units is related to the second didactic condition: the phonetic and syntactic properties of phraseological units are studied.

Students' understanding of phraseology in the

Russian language can be contained in the text of phraseological units of textbooks and readable fiction. In this, the teacher explains the meaning and origin of the phraseological unit. In the process of reading, students pay attention to its emotional coloring and stylistic function. The analysis of the work done shows that a text devoid of phraseological units is not expressive and simply not interesting. Work to complete the synonymous series: "run fast" - "rush at full speed" - "rush with all your might".

By carrying out such works, the feeling of the studied language is cultivated, and the possibilities of expression, which are clearly manifested in fiction, are revealed. It is necessary to take into account the stylistic coloring of phraseological units, because readers see that the originality and expressiveness of the language of a work of art is largely created by the phraseological units used in it. It is also recommended to start the study of phraseology in the Russian language from its sources of origin. Two variants of the tasks were used: phraseological units were indicated, about which stories should be prepared; the primary areas of use of phrases are named, students independently choose phraseological units. In both cases, the necessary literature is recommended, and when making up stories at home, the students think and, if possible, make drawings that reflect the original or literal meaning of the phrases they suggest. By performing various tasks during the study of the subject under consideration, students get new information, get acquainted with phraseological units that were previously unknown to them, and use certain phrases of phraseological units that are familiar to a certain extent. they will have an understanding.

During the lessons, when working with phraseological units, various methods were used to explain their meaning, most of which encourage students' independent research. The meaning of a

phraseological unit: a) is defined by a picture-illustration; b) it is determined in the process of analyzing a number of phraseological units and ready-made interpretations given to them in random order; c) the meaning is found or the meaning is determined from the phraseological dictionary. The clarity of the material, the text of the exercises, which contain information about the origin of phraseological units, help to determine the meaning, help to understand their figurative, metaphorical component. In order to activate the vocabulary of students, the following exercises were introduced: creating sentences and texts with the indicated phraseology; choosing phraseological units corresponding to the main idea of the text; comparing sentence options with phraseological units and synonyms as a method aimed at developing figurative speech in subjects or students.

Phraseologisms related to the concept of units of measurement can be spent a few minutes in a math class: "not by the day, but by the hour." Thus, interdisciplinary communication increases students' interest in Russian language and reading classes, as well as in all classes, and as a result, enriches the speech of their students. Phraseologisms can tell about the customs of the country. For example, "Thursday after the rain", meaning never or when is unknown. Information

about the origin of certain expressions enriches students with various knowledge. Getting acquainted with the etymology of the phraseological unit "aim like a falcon", students will know that in ancient times people used beating weapons in war, they were huge logs covered with iron. Thus, we studied the content of experimental research on phraseological units in the system of students' speech development and identified the main methodological aspects of the implementation of didactic conditions for the effective operation of the lesson system.

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