



SOME COMMENTS ON TEXTBOOK TEACHING IN MOTHER TONGUE CLASSES

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Article history:	Abstract:
<p>Received: July 20th 2021 Accepted: August 26th 2021 Published: September 30th 2021</p>	<p>This article is recommended for independent researchers in language teaching methods, teachers of native language and literature at school, masters and bachelors studying in this field. The purpose of our research is to provide feedback on the effective teaching of phrases and the methods recommended for use.</p>
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Language is the national pride of all peoples. Undoubtedly, the ability to adequately comprehend and express in speech each of the qualities of clarity, logic, expressiveness, richness, purity, simplicity, which are the highest stage of speech culture, is the basis of true mastery of cultural speech, the basis of personal speech. ¹ It is our duty to know our mother tongue. Phraseology is a means of determining the purity and effectiveness of literary language. Learning phrases that play an important role in enhancing the value of a work of art is important in unlocking the full potential of our language¹.

The speech of a person who knows them perfectly will be meaningful and effective. Phraseology is one of the treasures of language culture. For school-age students, this course helps to develop speaking skills, increase vocabulary, and broaden their horizons. "Phrases are one of the means of ensuring the nationality and elegance of our language. In general, the observation of life events is a kind of figurative expression of the people's conclusions based on the generalization of life experiences, the assessment of acceptable and unacceptable situations in society²." In the 1950s, FIBuslayev called them "monuments bequeathed by ancestors to guide their descendants, containing both a short-form moral law and common sense." type³. The phrase is a very complex phenomenon and its teaching requires unique techniques. Requires analysis by applying knowledge derived from disciplines such as lexicology, grammar, history, logic, and geography. The stylistic possibilities of the phrases are enormous. At present, our speech focuses on the use of expressions in artistic and colloquial style, because the use of expressions that belong to the people is more commonly used in these styles.

Phrases, studied in the lexicology department, are tools that enrich, beautify, and enhance our speech. The main purpose of teaching "Lexicology" at school is to bring students to the vocabulary of the Uzbek literary language, to increase their vocabulary and the correct and appropriate use of words and skills development⁴. The curriculum for the 5th grade in schools includes two hours of teaching phraseology. Topics such as "Phrases" and "Differences between Phrases and Phrases". In Grade 10, "Terms, professional vocabulary, and phraseology." an hour devoted to the subject. Let's look at an example from Grade 5. First of all, what are the phrases for the students? ask a question, listen to their opinions and comments, and then refer to the rule in the textbook. There is a definition of a phrase: A combination of words or sentences that have the same meaning is called a phrase.

Phrases answer a question as a whole in a sentence and serve as a part of a sentence. Phrases make speech effective and engaging⁵. In the process of explaining the topic, it is useful to define the phrase as an example given in the Explanatory Phraseological Dictionary of the Uzbek language. In the process of explaining the topic, it is useful to

¹ N.Mahmudov and others. Native language textbook for students of 11th grade and secondary special, vocational education institutions. T.: Tashkent, 2018, p.5

² M. Yuldashev: "Cholpon's skill in using folk expressions", "Uzbek language and literature" magazine, 1999

³ Busaev F.I. Russian proverbs and sayings. M., 1954

⁴ A. Gulomov, M. Kadyrov. Methods of teaching the native language. –T.: Science and Technology -2012, p.156

⁵ N.Mahmudov and others. Mother tongue. Textbook for 5th grade of general secondary schools. Toshkent 2015

define the phrase as an example given in the Explanatory Phraseological Dictionary of the Uzbek language. For example: "Yetti o'lchab bir kesmoq". To work with extreme caution. Option: seven sizes, one cut; seven measures, one cut; forty measures, one cut; measure forty times and cut once; a thousand measures, one cut.

Ha, albatta. Ular pixini yorgan toifa.. Shuning uchun ularga qarshi kurashganda, *yetti o'lchab bir kesish kerak* bo'ladi. S.Anorboyev, Oqsoy. ... *yetti o'lchab, bitta kesadigan*, tadbirli kishi ekanligidan darak berib turardi. Sh.Toshmatov, Erk qushi. Qizcham, shoshma, shoshgan kishidan aql qochadi. *Yetti o'lchab, bir kes*. Oybek,, Quyosh qoraymas. Vahima qilma, *qirq o'lchab bir kesamiz*. S.Nazar, Green Wealth. As the saying goes, *qirq marta o'lchab, bir marta kesish* zarur edi. Sh.Rashidov, Bo'rondan kuchli. Cherventsev har qanday vaziyatda o'zini tuta biladigan odam va *ming o'lchab, bir kesadigan* rahbar bo'lishi bilan birga, mohir notiq ham edi. I.Rahim, Chin muhabbat⁶.

Then we give examples and explanations of the phrases. Let's go to the exercises. In order to further consolidate the knowledge gained in the context of the exercises, tasks such as making sentences with phrases and grouping phrases with positive and negative meanings are given. In Lesson 176 in the textbook *og'zi qulog'iga yetgan, oyog'ini qo'lga olib keldi, yog' tushsa yalagudek, burni ko'tarilgan, tilining uchida turmoq, tishining kovagida saqlamoq, tilidan bol tomadi, ilonning yog'ini yalagan, qo'li kaltalik qildi, yetti o'lchab, bir kesdi, mum tishlab qoldi, belni bog'lamoq, do'ppisini osmonga otmoq, tirnoq ostidan kir qidirmoq, ko'kka ko'tarmoq, tomdan tarasha tushganday* such expressions are given.

We encourage students to add additional exercises and tasks using the above phrases to reinforce their knowledge. It is impossible to ask all the questions in one hour. Handouts can be a great way to get all students involved. Here are some tips. Two columns are given in the distribution. The first column contains the meanings of the phrases in the second. Only the meanings are mixed.

a) Find the right one!

belni bog'lamoq-praise too much

do'ppisini osmonga otmoq-to twist, to be arrogant

ko'kka ko'tarmoq-to get ready, to ride

og'zi qulog'iga yetgan- to be very happy, to rejoice

tomdan tarasha tushganday-rejoice

burni ko'tarilgan- unexpectedly

During the lesson, students will be introduced to the following options: gives good results if information is given. The process of using phraseological units in a text is also complex. The content of these units contains both phraseological and methodological meanings. We recommend the following task so that students can use the phrases correctly.

b) Choose the appropriate phrase instead of the dots.

Yog' tushsa yalagudek, mum tishlab qoldi, ilonning yog'ini yalagan, tilidan bol tomardi, yetti o'lchab, bir kesdi.

1.Room ...was clean.

2. Speaking of Aziza Laziza... ..

3.Kamolov is sly- person

4. In this case he is... ..

5. Why are you silent? speak!?

d) It is recommended to have a small game with students during the break.

In doing so, we use pantomime. (Show body parts)

Tepa soch(i) tik bo'lib ketdi.

Bu qulog'(i)dan kirib, u qulog'(i)dan chiqib ketmoq.

Burn(i)ni osmonga ko'tarmoq

Yelka(si)ning chuquri ko'rsin!

Ikki ko'z(i) to'rt bo'lib.

For additional information, it is important to note that phraseologies involving the names of human body parts are considered somatic phraseologies.

e) For another way of consolidating knowledge, we invite two students to the board. The student who combines the most pre-written phrases is encouraged.

oyog'ini, kir, uchida, tilining, keldi, turmoq, saqlamoq, qo'li, kovagida, olib, qidirmoq, kaltalik, qo'lga, qildi, tirnoq, ostidan

We think it would be a good idea to give the house the task of drawing interesting pictures or preparing a cluster on the topic "Phrases in my imagination". It is very important to teach phraseology in schools. In artistic and journalistic, as well as colloquial styles, phrases perform a variety of descriptive and stylistic functions, which is made possible by the variety of stylistic colors available in the phrases. Students' vocabulary and worldview are enhanced by the use of phrases in their native language classes. Effective use of phrases in speech is important for developing students' creative thinking.

Struggling to improve students' oral and written communication at school is a major task, especially for a mother tongue teacher. Enhancing students' speech means teaching them the literary language of their own people.

⁶ Explanatory phraseological dictionary of the Uzbek language by Sh. Rakhmatullayev. T.: The Teacher, 1978

need They need to understand the meaning of words in a way that is not specific to them. We need to introduce students to dictionaries, especially phraseology dictionaries. If possible, bring a dictionary to class⁷.

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⁷ N.Mahmudov and others. Mother tongue. A textbook for students of 10th grade of secondary schools and secondary special, vocational education institutions. Tashkent: State Scientific Publishing House "National Encyclopedia of Uzbekistan", 2017