



USE OF PHRASEOLOGISTS IN THE PROCESS OF TEACHING THE RUSSIAN LANGUAGE IN NON-LANGUAGE UNIVERSITIES

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Annotation

The article deals with the importance of phraseological units or simply stable combinations for communication, for enriching the vocabulary of students, about the orientation in the meaning of phraseological units and their use to the place and for their intended purpose.

Keywords: phraseological unit, phraseological turnover, doctor's interest, teaching method, communication, student audience, skills and abilities, vocabulary, correct pronunciation of words and phrases, medical terminology, new technologies.

The problems of the methodology of teaching the Russian language in non-core universities have always been topical. They have not lost their relevance in our rapidly developing, dynamic, fleeting time, when, like in a kaleidoscope, everything is changing: approaches and methods, teaching methods - life sets new tasks and requirements, turning one side or the other, pushing out and highlighting certain other acute angles that sometimes arise.

Although with the development of science and technology, a huge number of innovative methods and progressive technologies that have proven themselves in practice have been developed and introduced, and the learning process itself has been significantly improved and much easier, and the teachers have accumulated sufficient experience of working with students, it is difficult for young, inexperienced teachers to navigate in this rich variety and find your own way of working. The presence of such an abundance in the pedagogical treasury of experience makes it possible, of course, to choose the most extraordinary, effective ways and methods of working with the student audience.

Moreover, in the process of familiarizing and communicating with the student audience, taking into account the level of the group's competence, skills and





abilities, an original, unique experience for each teacher is developed by itself. Of course, a teacher with work experience and sophisticated experience will immediately understand which audience, and immediately direct the lesson in the right direction. And novice teachers, of course, will experience difficulties. This is where the exchange of experience and advice from teachers and mentors will play into the hands of everyone. It is worth recalling that this is probably the case everywhere. In our institute, for example, the tradition of mentoring has been active for many decades.

So, following these traditions, young teachers learn a lot from their older colleagues, while not ceasing to look for their own ways. Indeed, this is the beauty, the secret of success and relevance of pedagogical work, that each teacher should have his own zest, his own path to the mind and heart of the student, each should be unique in his own way and have his own approach. The main thing in the image of a modern teacher is competence, skill and an innovative approach. All this is not completed immediately, but is accumulated from year to year.

And I would like to emphasize here that the fruitfulness of our work depends not least, but most importantly, on how we link our studies with the profile of the university. Students hardly digest dry theorizing, consciously and unconsciously we always avoid it. Yes, and a novice teacher will stumble on this the very first time.

There are many ways to diversify classes, and today's cutting-edge technology and innovative methods provide many such examples. Of course, in the process of active work, communication, with students, each develops his own individual experience and approach. In the course of work, you sometimes have to attend classes of young assistants and the first thing that catches your eye is a persistent desire to find your own way of working with students, to bring some kind of variety, a fresh stream to the educational process. Not always, however, from the very first lessons, but sometimes such efforts are crowned with success.

The assistant of the department during the passage of the topic "Phraseological units", tried to connect this with the profile of the university, made a selection of professional phraseological units and the lesson aroused the keen interest of students, was held with their active participation, the teacher herself constantly encouraged, asked leading questions, the audience instantly reacted, even if not all, but surely some had a good knowledge of some phraseological units, because everyone has to deal with doctors in one way or another, and something from their vocabulary is remembered for a long time. occupation and so held on to the end.

One can see from the outside how in such cases the enthusiasm is transmitted to the students. We have to say this to young teachers many times that much, if not





everything, depends on the mood with which they enter the classroom. Regarding the above activity, it was not bad for a young assistant. After the lesson, as a wish for the future, of course, I had to give some advice and recommendations ...

So, the teacher, using role-playing moments in the scenes "doctor-patient", and the profile of the doctor in each scene changes - it can be an ophthalmologist, dentist, traumatologist, etc., may suggest recalling some phraseological unit, a well-established expression, associated each time precisely with the role that the student performs. For example, what phraseological units are found in an ophthalmologist? 1-2 examples will be given by the teacher himself, as "rose-colored glasses", "out of the corner of his eye", students, seeing that here basically, it is necessary to talk about the eyes, focus on this and then remember themselves - "not in the eyebrow, but in the eye", "with the naked eye", then at the suggestion of the teacher, / what can be said about an experienced person who knows his job, what can be replaced with an aphorism /, - "the eye is trained", / and if something is superficial, casual, inattentive /, the student will immediately find say "out of the corner of your eye", and so on "where your eyes are looking", "to call your eyes", "to lay eyes", "to make eyes", "" crocodile tears ", " without batting an eye ", " to face the truth ".. Along the way, students are explained that each phraseological unit has its own meaning, its own meaning, and they themselves see this with a good performance of roles and this, undoubtedly, is remembered for a long time, and the roles are played willingly. Next comes a scene with a traumatologist. The teacher shows them his selection of phraseological units and suggests using them in their roles. And now the "patient" tells the doctor how he "knocked off his feet", looking for some medicine, "headlong," ran somewhere, asked someone, he "didn't lift a finger", "with all his might." rushed to the pharmacy, there almost had to "kneel", and at home his parents almost "washed their bones" for such a long absence, asking where he was all this time, and he "puzzled" not knowing what to answer them. .. it turns out a very interesting and vital picture.

Or you can offer a selection of phraseological units, say on the topic "at the dentist", such as:

- look into the mouth
- mouth watering
- gnashing your teeth
- keep your mouth shut
- teeth to speak
- angry tongue
- not in a tooth with a foot





- put your teeth on the shelf
- keep a tooth so that the students themselves come up with a story or a sketch - give a written assignment and see who will cope faster.

In a scene with a cardiologist, you can use the following phraseological units:

- in all honesty
- the heart does not lie
- a stone on the heart
- reluctantly
- in hearts and in the scene "In the laboratory"
- shedding blood
- spoil a lot of blood
- get bloodshot -blue blood, etc.

Of course, even they themselves, many times, had to hear such phraseological units as:

- hang ears
- edge of the ear
- half-heartedly
- tight of the ear
- the bear stepped on the ear
- hurts the ear
- cuts ear
- keep your ears on top
- over the ears
- turn up one's nose
- with a gulkin nose
- lump in the throat
- wipe your nose
- Nick down
- skip deaf ears
- not to see beyond your nose, which any student can successfully use in dialogue, role-playing situations or games, in compiling a thematic story or essay on a topic related to the activities of an ENT doctor or otorhinolaryngologist.

In a scene with a neurologist, students themselves can cite phraseological units that have already set the teeth on edge for many:

- bring to mind
- not for the faint of heart
- brain drain



- wiggle your brains
- headache
- bundle of nerves
- back thoughts, etc.

And, of course, in a dialogue or a scene with a surgeon, you can use

- bursting at the seams
- cuts the truth
- womb
- hurts eyes or hearing

Finally, you can invite students to give an interpretation to some phraseological units, such as:

- "dissolve the language"
- be verbose, say too much, let it slip
- "to find a common language"
- to come to some agreement, to find mutual understanding
- "bite your tongue"
- shut up
- 'Get on the tongue
- "- to become the subject of discussion, misinterpretation
- "get out of hand"
- stop obeying
- "with folded hands"
- mess around
- "close at hand"
- close;
- "unbuttoned soul"
- sincere, frank;
- "soul to soul"
- together
- "to love the soul"
- to love strongly;
- "the soul does not lie"
- not interesting,
- "the soul goes into the heels"
- it becomes;

So, if you want and try, this topic can be carried out with incredible success - for the student audience it is both interesting and exciting, and most importantly, everyone





will benefit enormously from this, significantly replenish their vocabulary and knowledge base, not to mention how the language will be honed and polished with the correct pronunciation of certain phraseological units, provided that the teacher requires each time to clearly and correctly pronounce them.

Thus, students themselves, using numerous examples, will come to the realization that a phraseological unit is a stable combination of words used in a figurative sense, which can be replaced with one word. The main criterion for using phraseological units as educational material is the requirement, firstly, to diversify the presentation of this material, and secondly, to bring it as close as possible to the profile of the university.

There are many nuances to this problem. Above, we examined the use of phraseological units in colloquial speech from the perspective of national and cultural specifics, traditional for linguistics. But there is also a whole layer of purely medical phraseological units that have been created by medical practice in the course of many years of everyday practice, the meaning of which is motivated by the purely medical concepts that are part of them.

It should be noted that the problem of using medical terms has been studied and practiced for a long time in pedagogical practice, and our colleagues have collected impressive material on this part too. In particular, it has long been practiced to draw up card indexes in a thematic plan for various branches of medicine, and, it must be given credit, this is very beneficial to teachers and the effect of working with a card index is quite huge and this has been repeatedly tested in practice.

Of course, to a greater extent this is practiced in slightly more advanced stages, when students already have a sufficient baggage of lexical and semantic knowledge, as well as the degree of their study and experience in clinical departments, and finally, real communication with patients. Here we share the point of view of all colleagues who consider it useful and necessary to draw up card indexes with phraseological units and their thematic classification into groups, such as phraseological units with anatomical names of parts and organs of the human body, as

- Auricle
- brow arch
- Hands
- rib cage
- phalanges of the fingers
- hairline





- ocular fundus these are the most elementary phraseological units, familiar to students from the first year of completing an anatomy course, i.e. elementary students.

Experience shows that it is not at all difficult for them to navigate the meaning of these phraseological units and to use them to the place and purpose. You can organize a scene "In anatomy lesson" - this will be just for them and an additional repetition of educational material on anatomy too.

And who of the students during their life, since childhood, did not attend the reception of a family or outpatient doctor and did not hear such phraseological units as "bring down the temperature", "put banks", "remove a symptom", "remove stitches" - perhaps these phraseological units are familiar they are from the cradle and it will not be difficult to use them in a game situation or just make sentences with them.

Already at this stage, we can talk about the principles of the pragmatic significance of these phraseological units or simply stable combinations for communication, on the basis of which it is possible to more boldly and persistently introduce these stable combinations into the students' vocabulary and into their lexicon, which they want, do not want, encounter in different situations and they gradually move into active use.

Of course, this work, like any pedagogical-methodical one, is multi-stage and requires a systematic approach, as already noted - at an early stage, a late stage, there are also intermediate stages, when students more or less have a vocabulary. This approach to the study and use of phraseological units in speech is, in our opinion, quite logical and justified.

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