

NEMIS TILINI O'RGATISHDA FRAZEOLOGIZMLARDAN FOYDALANISH

Azamov Omadjon Burxonovich

Andijan state institute for foreign languages,

Chairmen of the department for theory and practice of German language, docent (PhD)

Abstract

This article deals with the importance of phraseological expressions in linguistics and the principles of their use in teaching the German language.

Key words

phraseologies, component, identification, simplification, lexical meaning, phraseology, phraseological meaning.

Phraseologisms play an important role in our everyday speech as a unit of communication, helping the speaker and providing variety to the speaker's speech, as a language tool in German. However, very little attention is paid to phraseologisms in existing textbooks for teaching the German language published in German. This creates many difficulties for Uzbek students learning German. This difficulty lies, on the one hand, in identifying phrases in the text, and on the other hand, in understanding their meaning and being able to actively use them in communication. For this reason, studying phraseologisms and being able to actively use them in lessons of German as a foreign language and as a second foreign language is of great importance.

The vocabulary of a language consists not only of individual words, but also of stable word formations that are expressed in various ways in certain combinations. The general meaning of phraseologisms does not consist of the individual meanings of the constituent components, and on this basis they are described. It is precisely the specific properties of phraseologisms, such as colorfulness and expressiveness, that make them a powerful expressive language tool. Phraseologisms simplify the language and simplify the most complex part of the text. They give the text emotional expressiveness, brightness and impact. Therefore, phraseologisms constitute an important aspect of communicative competence in the language. However, the literature on the subject only talks about the importance of phraseologisms in foreign language lessons and the difficulties of studying them. By the 90s, many works in the field of phraseological didactics of German lessons began to be published, in which phraseological and methodological issues were discussed. According to the results of an analysis of German as a foreign language (DaF) textbooks based on the phraseological aspect, phrases are thematized very little or not at all in all textbooks. Even textbooks such as "Stufen", "Wege", Themen", "Mittelstufe Deutsch" published in Germany only talk about proverbs, which are a branch of phraseologisms. The situation is similar in textbooks published in Uzbekistan.

The main emphasis in the tasks is on purely context-free structural exercises, in which the formal, that is, morphosyntactic aspects of phrases dominate in the first place. On the contrary, the conditions of use of phrases and their colorfulness are not paid at all.

It is clear from the above considerations that both theoretical and practical teaching of phraseology to language learners is of great importance. It is difficult to turn stable phrases into a means of communication in foreign language lessons without minimal study. The practical use of phraseology in German as a foreign language lessons helps the language learner to form a communicative skill. However, the main issue before us is: how to effectively use a verbal phraseology in German as a foreign language lessons. At the moment, the practical model for solving the problem consists of the following four phraseological stages:

- Identifying phraseologisms;
- explaining their meaning;
- consolidating and applying them.

Below we will try to formulate practical tasks involving phraseologisms based on these three phraseological didactic stages. Before starting the methodological process, it is important to mention several didactic principles that are considered important for discussing phrases. First of all, it is necessary to correctly select the appropriate material for the lesson, that is, to pay attention to choosing only phrases that are actively and frequently used in everyday communication. Therefore, authentic texts should be used to use phrases in the lesson. The use of texts of this type allows you to study the active forms of phrases, important and frequently used phrases. For example, the use of authentic texts, such as newspaper articles in the lesson, helps to use phrases in real communication.

In addition, the method of studying phraseologisms through the text allows you to determine the feelings, thoughts and opinions expressed by them and the addressee (person or thing to whom the thought is addressed) from the context.

The literature on the subject emphasizes that the main goal of the lesson is to develop communicative skills in German as a foreign language lessons. Accordingly, it is necessary to first correctly determine the goal of the lesson. In this regard, receptive and productive competence in the use of verbal expressions in the lesson should be considered as the main goal of the lesson. In this case, students will acquire the skills not only to extract phraseologisms from the text, but also to understand them, determine their meaning and form, and finally use them independently. We will try to show how phraseologisms can be effectively used in German as a foreign language lessons in several simplified small exercises at the A2/B1 level.

References :

1. Köster, L.: Phraseologismen im Unterricht Deutsch als Fremdsprache. Kontrastives Vorgehen mit Hilfe der Textsorte 'Horoskop'. In: Das Wort. Germanistisches Jahrbuch 1997. Bonn 1997, 283-285.
2. Kühn, Peter: Phraseodidaktik. Entwicklungen, Probleme und Überlegungen für den Muttersprachenunterricht und den Unterricht DaF In: Fremdsprachen lehren und lernen 1992 Berlin. 10-16
3. Mehmet Gündoğdu. Die Behandlung der Phraseologismen im Unterricht Deutsch als Fremd- und Zweitsprache. Mersin Üniversitesi Fen-Edebiyat Fakültesi. 2007 Ankara. 4-8