

**THE ROLE OF PHRASEOLOGICAL UNITS IN ENRICHING THE VOCABULARY OF
PRIMARY SCHOOL STUDENTS**

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Abstract

This article investigates the significance of phraseological units in the development of primary school students' speech. Phraseological units constitute the figurative layer of language and serve as a vital instrument for expanding students' vocabulary, enhancing speech expressiveness, and fostering comprehension of elements of national cognition. During the study, the use of phraseological units in students' speech was observed, and methods for teaching them were analyzed. The results demonstrated that purposeful incorporation of phraseological units into classroom activities significantly improves students' speech activity and lexical richness.

Keywords: phraseological units, vocabulary enrichment, primary education, speech development, language teaching methodology, figurative speech.

Introduction

The primary education stage plays a crucial role in the formation of students' speech competence. At this developmental stage, students acquire the lexical richness of their native language, familiarize themselves with various expressive means, and begin to comprehend the figurative potential of language.

In the enrichment of students' speech, not only individual words but also stable expressions, i.e., phraseological units, play an essential role. Phraseological units constitute the rich and figurative layer of language, reflecting cultural experience, worldview, and national mentality. For instance, expressions such as "his heart soared like a mountain," "hand like a flower," and "to find a way to someone's heart" carry deeper semantic meaning and higher expressive potential compared to ordinary lexical units. The study of phraseology has been explored extensively in both general and Uzbek linguistics. Scholars including Sh. Rahmatullayev, A. Hojiyev, N. Mahmudov, and B. Yo'ldoshev have analyzed the semantic and structural characteristics of phraseological units. Methodological studies also emphasize the role of phraseological units in developing students' speech skills.

Primary school students' speech typically consists of simple and short sentences, which reduces its expressiveness. Incorporating phraseological units enriches the speech, making it more expressive and meaningful. Therefore, teaching these units in the primary school curriculum is a crucial pedagogical task.

The purpose of this study is to determine the role of phraseological units in enriching primary school students' vocabulary and to analyze effective methods for teaching them. The objectives of this research are:

To determine the role of phraseological units within the language system.

To study the extent of their use in students' speech.

To analyze teaching methods for phraseological units.

To assess the impact of phraseological units on students' vocabulary development.

Methods

The study employed several scientific research methods:

Observation Method: Students' speech activity was monitored during classroom sessions.

The use of phraseological units in both oral and written speech was analyzed.

Analysis method: textbooks, teaching aids, and methodological literature containing phraseological units were reviewed. Their potential to enhance students' speech competence was identified.

Comparison method: Speech samples containing phraseological units were compared with ordinary speech samples to evaluate the level of expressiveness. The comparison indicated that figurative expressions substantially enhance the impact of speech.

During the experimental phase, students were given exercises related to phraseological units, which included: Identifying the meanings of phraseological units. Using these expressions in sentence formation. Detecting phraseological units within texts. Applying phraseological units in storytelling and text creation.

Results

The study revealed that primary school students actively use individual words; however, the frequency of phraseological unit usage remains relatively low. To address this, the following methodological approaches were employed during the pedagogical experiment:

Use of visual aids – including illustrations and pictures to support understanding of phraseological units.

Text analysis – guiding students to identify and interpret phraseological units within reading material.

Game-based exercises – reinforcing knowledge of phraseological units through interactive tasks.

Creative assignments – encouraging students to use phraseological units in their own sentences, stories, and compositions. As a result, students' vocabulary expanded significantly. They began to incorporate expressions such as "his heart soared like a mountain," "in the blink of an eye," and "hand like a flower" into their speech, thereby enhancing both the figurativeness and expressiveness of their language.

Phraseological units serve as an important linguistic and pedagogical instrument in developing the speech of primary school students. They not only broaden vocabulary but also stimulate cognitive growth. Teaching phraseological units yields multiple benefits: Expansion of vocabulary. Enhancement of speech expressiveness and figurativeness. Increased interest in national culture and traditions. Improvement in text comprehension and analytical skills. Enrichment of stylistic diversity in students' speech, making it more lively and impactful.

Discussion

The study confirms that systematic integration of phraseological units into classroom activities supports students' lexical and cognitive development. Incorporating interactive methods, creative exercises, games, and text analysis into the teaching of phraseological units strengthens students' speech activity and fosters interest in literary texts. Additionally, it encourages respect for national culture and promotes imaginative thinking.

Students develop the ability to approach problems figuratively and creatively. Regular and systematic use of phraseological units reinforces speech competence and enhances practical language application skills. These findings align with previous research emphasizing the educational value of phraseological units in primary education.

Conclusion

Phraseological units are crucial tools for enhancing vocabulary and developing linguistic competence in primary school students. They significantly improve speech expressiveness, figurativeness, and overall impact. Phraseological units enable students to express their thoughts clearly, creatively, and vividly, while also strengthening text comprehension and analytical skills.

Teaching phraseological units in primary education enhances pedagogical effectiveness. The results indicate that interactive and creative teaching methods, including games and text analysis, increase speech activity, engagement with literary texts, and respect for national culture.

Furthermore, phraseological units stimulate cognitive development, teaching students to understand and interpret concepts figuratively and imaginatively. Regular exposure and systematic practice of phraseological units consolidate speech competence and improve the practical use of language.

Future research is recommended to investigate the application of phraseological units across different subjects, their integration into age-appropriate creative tasks, and their impact on speech development. Additionally, the use of modern pedagogical technologies and digital resources presents opportunities to increase teaching effectiveness.

In summary, phraseological units are not only tools for vocabulary enrichment but also instruments for fostering language interest, literary thinking, and cultural awareness in primary school students.

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