

Enrichment of The Lexico-Phraseological Resource of Students - Inophones

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Abstract – The article discusses the issue of enriching the vocabulary and grammatical stock of students in the study of the Russian language. Knowledge of phraseological units contributes to clarity and imagery of thought, accuracy of speech, understanding of read works of fiction, free communication in a given language. The study of phraseology is an essential condition for perfect language proficiency, and the correct use of phraseological units is one of the indicators of language proficiency.

Keywords – Active Vocabulary, Phraseology, Thinking, Systemic Work, A Complex of Knowledge, Laconicism.

I. INTRODUCTION

The radical changes taking place in all spheres of social life are reflected in the lexical and phraseological composition of the Russian language. In the past few decades, the main attention of linguists has been directed precisely to phraseology - the richest fund of units associated with history, centuries-old experience of the labor activity of the Russian people, its customs, culture, and value system. Knowledge of phraseological units contributes to clarity and imagery of thought, accuracy of speech, understanding of read works of fiction, free communication in a given language. The study of phraseology is an essential condition for perfect language proficiency, and the correct use of phraseological units is one of the indicators of language proficiency. Speech enrichment, in turn, has a positive effect on the development of thinking. It is important that the new language means that the student learns are filled with real meaning. This provides a connection between thinking and speech. Therefore, in the methodology of developing speech in schoolchildren, it is important to put pressure not only on the technique of speech, but also on thinking, which also helps to develop speech.

II. MAIN PART

A thought acquires complete clarity only when a person can express it in a linguistic form that is clear and understandable to other people.

Many years of pedagogical experience shows that the work of phraseological units plays an important role in the development of speech in the Russian language of students with a non-Russian language of instruction, in the enrichment of their vocabulary. In order for phraseological units to be included in the active vocabulary of students, it is necessary to organize systematic work on the study of phraseological units in the classroom of the Russian language and during extracurricular work.

Proverbs and sayings, phraseological units are a great help in the study of the Russian language by students of the Uzbek groups, both as a native and as a second. Proverbs are both a storehouse of folk wisdom and vivid, figurative stable expressions that have

culturological value. With the help of phraseological units, students can gain a complex of knowledge about the culture, life, language, customs and traditions of the Russian people.

Phraseologisms occupy a special place in the language and reflect folk wisdom, contribute to the laconicism of speech, imagery, brightness. The study of Russian proverbs and phraseological units in national groups is one of the ways to activate the stock of figurative expressions that students already have, to replenish it, to develop the ability to understand the meaning of folk sayings, the skills of their use in oral and written speech. [1. 115]

Experience shows that it is not difficult for students to explain the meaning of those Russian proverbs and sayings, the equivalents of which are found in the Uzbek language, and they readily memorize them. For example: Five fingers, but all are different (Besh qo'l barobar emas), measure seven times, cut once (Etti o'lchab, bir kes), make an elephant out of a fly (Pashshadan fil yasamoq), etc.

The meaning of phraseological units does not follow from the lexical meaning of the words included in their composition. Comparative presentation of phraseological and aphoristic units, their analysis and interpretation will increase the interest of Uzbek students in mastering the material. Since when compared through the prism of their native language and native culture, students comprehend the culture of native speakers of the Russian language. Unequal linguistic means, in particular vocabulary, are to a certain extent associated with national cultural specificity. In the mirror of comparison, one can see the similarities and differences between Russian and Uzbek phraseology and aphoristics, possible equivalents and analogy of the two languages.

Such a comparison will enrich the regional knowledge of students, activate their cognitive activity. In some cases, you can name the Uzbek equivalents, which the teacher must prepare in advance, in the process for classes. For example, roll up your sleeves – "yeng shimarib", two steps away – "ikki kadam narida", get it out of the ground – "yerni tagidan ham topmoq" etc. e. The use of such phraseological units as "St. George's Day" or "They don't go to Tula with their own samovar" require interpretation, only after a historical excursion students can comprehend the meaning of these phraseological units and use them correctly in speech. Phraseologisms like "Wolves are afraid, do not go to the forest" can be explained by comparing a similar idiom in the native language "Chumchuqdan qo'rqqan - tariq ekmaydi", etc.

At the same time, the main thing is to ensure that students not only understand the meaning of the phraseological unit of the language being taught, but also know how to apply it in practice, when communicating. [2. from. 39]

As can be seen from the above examples, in the Russian and Uzbek languages there are the same phraseological units that coincide not only semantically and figuratively, but even in the lexical and grammatical characteristics, their situational use is also identical. The basis for the formation of imagery in this group of phraseological units and aphorisms is formed by the most typical phenomena of the surrounding reality, and they, these phenomena, represent a common vision of the world, a common linguistic imagery, which coincides in many languages, both related and unrelated.

III. CONCLUSION

Mastering such Russian phraseological units does not present great difficulties for Uzbek students. Practical work with this group of phraseological units is carried out in the audience only through literal translation, after which the ideomatic meaning of Russian units is clarified. In case of difficulty, it is possible to interpret the teacher or refer to the Russian phraseological dictionary. Their use in Russian is the same as in the native language.

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