



THE ROLE AND DIDACTIC SIGNIFICANCE OF PHRASEOLOGICAL UNITS IN FOREIGN LANGUAGE TEACHING

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Abstract

This article provides a comprehensive analysis of the role of phraseological units in foreign language teaching and their didactic significance in developing learners' communicative competence. The study focuses on the linguistic, cognitive, and cultural characteristics of phraseological expressions and examines their impact on the development of both oral and written communication skills. Special attention is given to methodological approaches, including contextual learning, interactive teaching techniques, and the integration of digital technologies into the learning process.

Keywords: Phraseology, foreign language teaching, methodology, communication, linguoculture.

Аннотация:

В данной статье представлен комплексный анализ роли фразеологических единиц в обучении иностранным языкам и их дидактической значимости для развития коммуникативной компетенции учащихся. Исследование сосредоточено на лингвистических, когнитивных и культурных характеристиках фразеологических выражений, а также на изучении их влияния на развитие навыков как устной, так и письменной речи. Особое внимание уделяется методологическим подходам, включая контекстное обучение, интерактивные методы преподавания и интеграцию цифровых технологий в учебный процесс.



Ключевые слова: фразеология, обучение иностранным языкам, методика, коммуникация, лингвокультурология.

In modern language teaching methodology, the process of acquiring a foreign language is not limited to the mastery of grammatical knowledge. Achieving a high level of language proficiency demands an in-depth study of its real-world application, communicative functions, and cultural context (1, Nation I.S.P., 2001, 45). From this perspective, phraseological units emerge as an essential didactic tool in the language learning process.

Phraseological units are stable and ready-made elements of language that infuse speech with imagery and emotional expressiveness. They enable thoughts to be articulated concisely yet rich in content (2, Wray A., 2002, 78). Consequently, phraseologisms are considered a crucial component that ensures the naturalness of the language.

This paradigm shift in language pedagogy underscores the limitations of the traditional rule-based approach, moving instead toward a lexical approach where formulaic language forms the core of linguistic development. Phraseological proficiency serves as a critical bridge between passive comprehension and active production, allowing learners to bypass the cognitively demanding process of word-by-word synthesis during spontaneous discourse. By acquiring these pre-assembled lexical chunks, students can significantly increase their speech processing speed and oral fluency, aligning their production more closely with that of native speakers.

Language learners often produce speech that is grammatically correct but unnatural. This phenomenon is explained by an insufficient mastery of phraseological units. Phraseologisms naturalize speech and bring it closer to that of native speakers (3, Lewis M., 1993, 112).

Another critical aspect of phraseological units is their figurative nature. This complicates the learning process, as translating them literally does not always yield correct results (4, Baker M., 1992, 95). For this reason, a specialized methodological approach is required when teaching them. In teaching phraseological units, a contextual approach is of vital importance. Students should acquire phraseologisms within a text rather than in isolation. This assists



them in understanding their actual usage in real-world discourse (1, Nation I.S.P., 2001, 102).

This necessity for contextualization is rooted in the cognitive framework of language acquisition, where semantic mapping relies heavily on situational cues and surrounding discourse. When learners encounter phraseological units embedded in authentic texts or dialogues, they do not merely memorize definitions; they observe the pragmatic boundaries, stylistic constraints, and collocational behaviors of the expressions. This holistic exposure prevents the misuse of idioms in inappropriate social registers, which is a common pitfall when figurative language is taught through decontextualized vocabulary lists.

In addition, interactive methods are highly effective in learning phraseological units. Through role-playing, constructing dialogues, and group discussions, learners acquire the ability to actively utilize these units in speech (5, Thornbury S., 2005, 66). The linguocultural aspect of phraseological units is also of great importance. Behind every phraseologism lies a specific cultural meaning. Therefore, it is necessary to explain the cultural context when teaching them (2, Wray A., 2002, 134). In the modern education system, digital technologies are creating new opportunities for teaching phraseological units. Through video materials and online platforms, students observe real-world examples of authentic speech (5, Thornbury S., 2005, 89).

The deployment of interactive and task-based methodologies shifts the classroom dynamic from passive assimilation to active linguistic experimentation. When students engage in role-playing scenarios or collaborative debates, they are forced to negotiate meaning and select appropriate idiomatic expressions under real-time communicative pressure. This active retrieval practice strengthens neural pathways associated with the target vocabulary, ensuring that phraseological units move from a learner's receptive lexicon into their productive repertoire, thereby fostering genuine communicative spontaneity.

Independent study also plays a significant role in learning phraseological units. Learners independently search for new phraseologisms and apply them in practice. Furthermore, it is essential to explain the functional aspect of phraseological units when teaching them. The specific situation in which each phraseologism is used must be clearly demonstrated (3, Lewis M., 1993, 145). A



step-by-step approach is crucial in teaching phraseological units. Initially, simple units are taught, followed by more complex ones.

Phraseological units enrich learners' speech and enhance its expressiveness. This, in turn, ensures communicative effectiveness.

Overall, phraseological units serve as an important didactic tool in foreign language teaching, and through them, language can be acquired naturally and effectively.

This autonomous dimension of vocabulary acquisition fosters greater cognitive responsibility, encouraging learners to shift from passive recipients of language to active investigators of idiom usage. When students independently explore authentic media, literature, or digital communication, they begin to notice the organic distribution of phraseology across different registers. However, for this independent learning to be structurally sound, pedagogical intervention must provide a clear blueprint regarding functional distribution, preventing learners from misapplying formal or archaic idioms in casual, contemporary settings.

Frazeologik birliklarni o'qitishda korpus lingvistikasi va autentik ma'lumotlar bazalaridan foydalanish ham samarali yo'nalishlardan biri hisoblanadi. Zamonaviy til korpuslari o'quvchilarga frazeologizmlarning real nutqda qanday qo'llanishini ko'rsatib beradi. Bu esa o'quvchilarning til birliklarini kontekst asosida anglashiga yordam beradi va ularning semantik sezgirligini oshiradi (6, McEnery T., 2012, 141).

In the process of acquiring phraseological units, the role of memory and repetition mechanisms carries distinct importance. Research indicates that phraseologisms are more firmly acquired through frequent repetition and contextual application. For this reason, utilizing a spiral (recurrent) method in teaching them is highly effective (1, Nation I.S.P., 2001, 214).

Furthermore, a multimodal approach plays a significant role in teaching phraseological units. That is, learners acquire knowledge simultaneously through textual, audio, and video materials. This activates different sensory channels, thereby facilitating a deeper internalization of knowledge (5, Thornbury S., 2005, 102). The pragmatic dimension of phraseological units must also not be overlooked. Every phraseologism corresponds to a specific communicative situation. Employing it in an incorrect context leads to artificial or flawed speech.



Therefore, it is crucial to organize exercises based on real-world communicative situations when teaching them (2, Wray A., 2002, 156).

A differentiated approach is also considered essential in teaching phraseological units. Since each learner's level of knowledge and learning pace varies, it is necessary to apply an individualized approach when teaching phraseologisms. This, in turn, helps every student achieve maximum results. In the modern educational process, the utilization of artificial intelligence technologies is also creating new opportunities for learning phraseological units. AI-based platforms analyze learners' errors and provide individualized recommendations, which makes the learning process far more efficient.

Overall, teaching phraseological units is a multifaceted and complex process that demands modern methodological approaches. In this process, high results can be achieved by harmonizing contextual, interactive, multimodal, and technological approaches

Based on the above, it can be emphasized that phraseological units play a vital role in foreign language teaching and stand as one of the primary tools in developing communicative competence.

This pivotal role stems from the fact that communicative competence extends far beyond grammatical accuracy; it fundamentally encompasses sociolinguistic and strategic abilities. When learners master phraseological units, they gain the capacity to comprehend and produce language that carries implicit cultural nuances, allowing them to participate in discourse more naturally. Consequently, these idiomatic expressions serve as a linguistic metric, marking the transition from intermediate proficiency to advanced, native-like command of the target language.

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