

Linguistic Basis Of Formation Of Phraseological Competences In Native Language Education

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Abstract: This article discusses the linguistic foundations of the formation of phraseological competencies in students and modern approaches to its formation. Special attention is paid to methods that help students identify phraseological units.

Keywords: Phraseology, phraseological unit, phraseological competence.

Introduction: Globalization, climate change, migration, and emergencies that are taking place in the world are deepening the problems in the field of education. The UN programs aimed at developing school education for peace and development are drawing the attention of the world community to these problems, eliminating illiteracy, realizing the rights of children to education in different regions, and creating favorable conditions. In the world, the scale of research on the theoretical foundations of the development of school education and the formation of students' linguistic, communicative, and phraseological competencies through the introduction of innovative methods using digital technologies is expanding.

Consequently, the preparation of students for life, the acquisition of linguistic knowledge that guides socialization, and the orientation towards cultural and educational perfection, as well as the encouragement of world-class scientific and creative discoveries, are inextricably linked to the formation of competencies. In our country, the improvement of school education in the implementation of strategic tasks such as the development of the creators of New Uzbekistan, which are united around the noble idea of restoring the foundations of the third Renaissance, has put the issue of updating the content of education on the agenda. The updated educational content is based on the needs of the generation living in the era of gadgets and the expansion of the Internet, and at the same time includes stable compounds - proverbs, idioms, and expressions - that are closely linked to national culture,

spirituality, and values, and are considered a centuries-old invaluable asset of the national language, which is undergoing national upsurge, which indicates the need to form phraseological competence.

Phraseologisms as a scientific research problem in the field of linguistics were covered in the works of foreign researchers Charles Balli, Ferdinand de Saussure, V. Vinogradov, N. N. Amosova, A. V. Kunin, in Uzbek linguistics E. D. Polivanov, Sh. Rakhmatullaev, A. Shomaqsudov, M. Khusainov, B. Yoldoshev, S. Karimov. Communicative, linguistic and sociolinguistic competencies, issues of studying linguodidactical approaches in language were studied in the studies of Ch. Brumfit, A. Martinet, C. A. Mizne, J. C. Richards, G. Thomson, some aspects of the formation of phraseological competencies were studied in the works of such scientists as I. R. Gonzalez (Spain), I. Duden, E. K. Sprechen (Germany), I. Mena (Italy), J. Littemore, G. Lowe (England). Research on the pedagogical and psychological foundations of the formation of phraseological competencies in language education was conducted by N.A. Belenyuk, V.I. Belikov, N.J. Dagbaeva, S.R. Dortman, V.I. Zakharova, L.P. Krisin, E.S. Nechaeva, M.F. Ovchinnikova, L.P. Pavlova, F.I. Shkharkov, A.D. Schweizer and others.

In the educational system of our country, the issues of developing the intellectual potential of students, developing oral and written speech, forming students' speech skills through a competency-based approach to language education, and increasing vocabulary are revealed in the scientific research of A. Gulomov,

K.Qosimova, S.Matchonov, B.Tokhliev, R.Niyozmetova, Sh.Yusupova, B.Abdullaeva, R.Yuldoshev, T.Ziyadova, A.Khamroev, T.Yusupova, Sh.Yuldasheva, N.Sh.Turdiyev, K.Mavlonova, and G.Yusupova. Some aspects of the problem under study are revealed in the scientific research of A.Gulomov, K.Qosimova, S.Matchonov, B.Tokhliev, R.Niyozmetova, Sh.Yusupova, B.Abdullaeva, R.Yuldoshev, T.Ziyadova. To prepare proposals and recommendations on the methodology for the formation of phraseological competencies of students in native language education.

METHODOLOGY

- study and analysis of advanced work experiences of foreign and local teachers in the formation of phraseological competencies of students;
- research of the linguodidactic foundations of the formation of phraseological competencies in teaching the native language in secondary schools;
- improvement of the didactic support for the formation of phraseological competencies in teaching the Uzbek language and culture in native language lessons;
- development, testing and implementation of methodological recommendations for designing the content of teaching the Uzbek language based on phraseological units.
- The process of forming phraseological competencies in native language classes in grades 6 and 7 of secondary schools is considered. The subject of the study is the means, forms and methods of teaching the native language in grades 6 and 7.

One of the most important features is the ability of students to correctly and figuratively express their thoughts and communicative intentions in their native language, in particular, to use the wealth of all linguistic means, including phraseological units. Without knowing phraseological units, a student will not become a free and equal person in communication with his interlocutors in his native language, since he will not be able to work freely with them from different points of view. In order to prevent such situations, it is necessary to form phraseological competence in students, in particular the following knowledge:

- 1) the ability to understand phraseological vocabulary and phraseological units;
- 2) compliance with grammatical rules when using phraseological units;
- 3) reliance on phraseological patterns in speech;
- 4) introduction of functionality in the use of phraseological units in various fields;
- 5) use FBs to achieve comprehensive perception of

information; Also, the student's ability to:

- a) give a clear response to a message containing phraseological units;
- b) correctly assess the situation during a conversation,
- c) take into account the level of general and linguistic knowledge of the student and the interlocutor. Phraseology is one of the linguistic nomination tools. It is advisable to determine the range of phraseological units that should be included in the linguodidactic process at different stages and levels of students' mastery of their native language and to characterize the relevant language material from a linguistic point of view.

Despite the fact that the formation of phraseological competence is a complex process, it is necessary to optimize it. In this regard, it is necessary to pay attention to the following: the study of phraseology should be carried out gradually; students should master lexical and grammatical material in parallel; phraseology should be continued by students from the first year of teaching their native language until the end of the general education process.

RESULTS

- Foreign and local experiences and approaches that form students' phraseological competencies in native language lessons are studied and the content of native language education is improved;
- A model for implementing the stages of forming phraseological competencies in students in native language lessons based on integrative, pragmatic, socio-cultural approaches is clarified;
- Work on dictionaries, comparison, interpretation, didactic games are offered for use in the process of teaching Uzbek phraseology based on integrative, pragmatic, socio-cultural approaches;
- Linguistic and didactic support for the formation of phraseological competencies in students in native language lessons is improved based on phraseological exercises and digital technologies.

CONCLUSION

The formation of phraseological competence requires students to have socio-cultural knowledge that works in the context of their native language. The condition for effective work with it is to instill phraseologisms in the minds of students based on linguistic and linguocultural explanations. Phraseologisms in all languages are closely related to the nature of the figurative thinking of the people, reflect history, ensure the survival of culture, traditions of society.

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