

DEVELOPMENT OF COMMUNICATIVE COMPETENCE THROUGH PHRASEOLOGICAL UNITS IN EARLY CHILDHOOD EDUCATION

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Abstract: *The use of phrases in English kindergarten plays an important role in increasing the effectiveness of the educational process, developing children's speech and language competence. In the process of learning English in kindergarten, idioms appear in an environment that is more grammatically and lexically related. By teaching idioms, the educator not only helps children increase their language skills, but also develops their cultural thinking. Idioms are used in the language not in pieces, but in a meaningful whole, and they help children express their thoughts clearly and communicate freely.*

Keywords: *Idioms, children's speech, teaching a foreign language, preschool education, oral speech, communicative approach, oral expression, linguistic development, vocabulary.*

Аннотация: *Использование фразы в английском детском саду играет важную роль в повышении эффективности образовательного процесса, развитии речевой и языковой компетенции детей. В процессе изучения английского языка в детском саду идиомы появляются в среде, которая более грамматически и лексически связана. Обучая детей идиомам, воспитатель не только помогает детям улучшить свои языковые навыки, но и развивает их культурное мышление. Идиомы используются в языке не по отдельности, а как осмысленное целое, и они помогают детям ясно выразить свои мысли и свободно общаться.*

Ключевые слова: *Идиомы, детская речь, обучение иностранному языку, дошкольное образование, устная речь, коммуникативный подход, устное выражение, языковое развитие, словарный запас.*

INTRODUCTION

The peculiarity of the usage of phrases is that they form not only grammatical or lexical knowledge, but at the same time imagination, thinking, comparing, and expressive abilities in children. When each new word or phrase is taught in kindergarten, the opportunity for children to remember it and use it correctly in practice also increases. Play techniques, forms of teamwork, are also often used extensively when teaching phrases. In the process, the interaction and activity of children increase, they exchange experiences with each other, and try to strengthen new phrases. The use of phrasemes in context helps children to express their thoughts, participate in dialogues and conversations, and actively respond to questions and answers in real life.

LITERATURE REVIEW

Children learning English need to undergo certain training in order to properly use phrases and feel free in them. In this process, kindergarten educators achieve the result by choosing phrasemes that are suitable for the age and individual characteristics of children. Also, selective teaching of phrasemes is considered essential for children to communicate properly in English independently at home, on the street or in other environments. One important method for teaching phrases to preschool children is to adapt them to everyday life. For example, when phrasemes are used during daily activities, hygienic activities, nutrition, and play, children absorb these phrasemes in a natural and specific sense. This helps them speak English correctly and communicate their opinion to others in the desired situation. Multimedia tools, visual materials, theater games, and small performances also give effective results when teaching phraseology. Based on the meaning and content of each phrase, contexts are created that consist of different words and phrases. Also, the benefits of phrasemes in teaching children social relationships are invaluable. Through this, children also master the skills of intercultural communication, normative language norms, and principles of etiquette. The different characteristics of phraseological expressions can also be determined by classifying them according to the external form. This classification focuses more on the number of words contained in phraseological phrases. As a result of the classification, it is possible to determine how many words a phrase consists of based on its nature. Many linguists express opinions that phraseological phrases only exceed two words. But observations show that phraseological units will consist of two, three and more words. But some linguists also think that there are phrases of one word. In particular, Professor A.Jafarov believes that phrases consisting of one word are formed at the highest stage of development of an idiomatic phrase. This type of phrase is expressed by a compound word or a single word, which also differs from compound words in that they cannot directly express an idea. Even a single word can convey an idiomatic meaning. But it is difficult to call such words phrases [1].

Because a phrase must consist of a combination of words. V. V. Vinogradov, A. Abakumov, A. The thoughts of the Shakhmatovs are noteworthy. Phraseological compounds consist mainly of combinations of words; in other words, phraseologisms are a separate unit of language, equal in structure to a free link or sentence, containing figurative, stationary vocabulary, completely or partially semantically reshaped. Most of the phraseological units were created by the people, both in English and in other languages; their authors are unknown, and their sources of origin are unclear. In this sense, the phraseological scholar A.V.Kunin is the author of many of the phraseologisms of English, which are unknown, and has reasonably pointed out the ideas that they were created by the people. But the sources of origin of some phraseological units can be determined [2].

RESEARCH METHODOLOGY

The study of phrasemes in English and their active use in speech contributes to the overall development of children on the basis of the social-cultural environment, interactive means of communication, and modern technologies. Working with phrasemes in the course

of the lesson serves to give children an interest in a foreign language, a wealth of speech, a correct understanding of the context and confidence in speech. As a result of the repeated use of phrasemes in the process of communication, children adapt these phrases to everyday life and enrich their language. The introduction of technologies jointly develops children's hearing, vision, perception and speech activities. With the help of phrasemas, English language training in kindergarten promotes high motivation, interest in children and contributes to the formation of mutual socio-cultural skills [3].

Children's enrichment of their vocabulary at all stages of language learning, especially teaching the use of phrasemes and determining the effective assimilation of these phrasemes, is considered one of the pressing issues of the educational process. The formation of the correct and appropriate use of phrasemes in language development serves not only to increase vocabulary in oral or written speech, but also to develop the child's accessibility to communication, creative thinking, and ability to respond appropriately and appropriately to situations and situations. Therefore, it is important to deeply analyze the methods and techniques for determining and evaluating the level of assimilation of phrases in the pedagogical process and to correctly apply them in practice.

ANALYSIS AND RESULTS

Approaches to assessment are based on the following principles: being able to use phrasemes in context, fully understanding vocabulary both syntactically and semantically, able to apply it appropriately in oral and written speech, creative approach based on the topic. When evaluating phrasemes during the pedagogical process, it is necessary, first of all, to determine in what way children master phrasemes. This process uses a combination of traditional and modern methods. In the early stages, various methods are tested in a test (diagnostic) method, while depending on the results, strict assessment criteria are developed and applied. Within the framework of the principles of plurality and regularity, special attention is paid to the frequency of occurrence of phrasemes in the child's speech activity, the state of use in free and difficult situations, the degree of their appearance in independent speech, the duration in language acquisition [4].

In the evaluation process, the methods of oral surveys, conversation and observation will be directed directly to the reflection of phraseology in children's speech. Children are drawn to various questions, dialogues and conversations. In each of their responses, the extent to which phrasemes are absorbed is assessed, whether they can be used correctly in context. This is because, in order to effectively use phrases, children must not only have passive knowledge (listening or memorizing), but also active skills (using them independently and in oral speech, and using them in a new meaning). The educator notes their verbal expression, the location of phrasemas in context, and their suitability for the content of the entire speech. Importance is also attached to the natural and correct use of phrasemes in children's texts of colloquial treatment, short stories and independent assignments [5].

A special emphasis is also placed on interactive play techniques in an in-depth assessment of the appropriation of phrases by children. With the help of didactic games, tasks are prepared to compose a sentence using phrases, introduce, determine the meaning of phrases and words, use a correction. The activity, independent search and oratory creativity of children are clearly manifested in this way. In addition, the educator assesses the level of their assimilation by observing phrases in children's speech. Portfolios are organized for each child, and texts, verbal annotations are placed on them, which the child has compiled using phrasemes. These portfolios serve to summarize the dynamics of a child's overall development. Another important assessment method is to give children exercise and independent work in an individual or group view. The given tasks are aimed at understanding the real communicative function of phrases, expressing one's thoughts clearly, and using phrases in a logical manner in sentences. On the basis of these tasks, the level of work of each child with phrasemes is fully manifested. Testing is also effective assessment tools in place. Children are given assignments to utter a complete variant of sentences, or phrase, evaluating the syntactically and semantically correct use of phrases, suitability for general speech content. Relying on the Test results, the child's phraseological Foundation, productivity and creative approach to their use are determined [6].

CONCLUSION

In conclusion, the use of phrases in children's speech serves to ensure that children communicate freely in English, develop cultural thinking, strengthen their communicative skills, effectively adapt to the global communication environment. With the help of phrases, children not only learn English, but also become able to use it correctly and effectively in practice, express their opinion fluently, and engage in free communication with those around them. In this process, constant repetition of phrases, regular training, the use of interactive and innovative pedagogical approaches create a solid foundation for the comprehensive development of children. For this reason, the role and importance of phrases in children's speech is incomparable, and it is one of the urgent issues to teach them regularly, consistently and purposefully in the course of the lesson, as well as to encourage their use in real life.

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