

## **Reflections on Teaching Idiomatic Expressions in Uzbek Language Classes**

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**Abstract.** *In Uzbek language lessons, issues regarding the enrichment of students' vocabulary through phraseological units, the development of speech competence, and familiarization with the national-cultural content of expressions are relevant. This article examines the methodological aspects of teaching phrases.*

**Key words:** *expression, phraseological unit, Uzbek language, teaching methodology, culture, interactive methods.*

### **Introduction**

Language is the embodiment of every nation's identity and national pride. Phraseological units are among the principal means that ensure the purity, expressiveness, and stylistic richness of the literary language. The study of idiomatic expressions, which play a significant role in enhancing the artistic value of literary works, contributes substantially to revealing the full expressive potential of the Uzbek language [1, 2].

At present, improving language teaching, developing learners' communicative competence, and fostering natural and expressive speech have become priority objectives within the education system. In this regard, teaching phraseological units, particularly idiomatic expressions, in Uzbek language classes represents one of the essential methodological tasks [3, 4].

### Literature Review

The issue of phraseological units has been extensively investigated by a number of Uzbek linguists. The scholarly works of Sh. Rahmatullayev, A. Hojiyev, N. Mahmudov, B. Yo'ldoshev, Q. Bozorboyev, M. Turoпова, and other researchers have analyzed the stylistic potential of idiomatic expressions in literary, colloquial, and official language [5, 6]. Although Uzbek language textbooks and methodological manuals address the teaching of idioms, the practical application of phraseological units in the instructional process has not yet been sufficiently explored [7].

### **Research Methodology**

The study employed a range of research methods, including analysis of scientific literature, descriptive and comparative analysis, a systematic approach, generalization, and pedagogical observation. In addition, the practice of teaching Uzbek as a foreign language was examined, and the methods and techniques used in teaching idiomatic expressions were analyzed.

As noted by researchers, "Idiomatic expressions are among the linguistic means that preserve the national character and aesthetic beauty of our language. They play an invaluable role in portraying reality vividly and enabling readers to visualize events clearly and comprehensively. In general, idioms represent figurative conclusions drawn by the people through observing life events, evaluating socially accepted and unacceptable behaviors, and generalizing life experiences".

An idiomatic expression is defined as a combination of words or a sentence whose meaning corresponds to that of a single lexical unit. Within a sentence, idioms function as indivisible semantic

units, answer a single syntactic question, and perform the role of a single sentence constituent. Their use enhances the expressiveness, vividness, and emotional impact of speech.

## Results and Discussion

When introducing this topic, it is advisable to explain idiomatic expressions using definitions provided in the Explanatory Phraseological Dictionary of the Uzbek Language. For example [8]:

Yetti o‘lchab, bir kesmoq ("Measure seven times, cut once") means to act with extreme caution and careful consideration before making a decision. This idiom has several variants, including yetti o‘lchab, bitta kesmoq, qirq o‘lchab, bir kesmoq, qirq marta o‘lchab, bir marta kesmoq, and ming o‘lchab, bir kesmoq [9, 10].

The dictionary illustrates the use of this idiom with authentic examples from Uzbek literature, demonstrating its stylistic and contextual functions in different communicative situations [11].

Following the explanation of idioms, students should proceed to exercises containing various phraseological expressions accompanied by their interpretations. These exercises are designed to reinforce the acquired knowledge by requiring learners to compose sentences using idioms and classify them according to their positive or negative semantic connotations [12].

To consolidate learning outcomes, additional practice activities based on the studied idioms are recommended.

Since it is not always possible to engage every student through oral questioning during class, handout materials provide an effective alternative for involving all learners in the educational process [13].

One recommended activity is to prepare a worksheet consisting of two columns. The first column contains idiomatic expressions, while the second presents their meanings in a randomized order. Students are required to match each idiom with its correct meaning, thereby strengthening both their comprehension and practical use of phraseological units [14].

Task 1. Choose the Correct Meaning

Match each idiomatic expression with its correct meaning.

Idiomatic Expression	Meaning
<b>Belni bog‘lamoq</b>	To prepare oneself; to get ready for action
<b>Do‘ppisini osmonga otmoq</b>	To be extremely happy; to celebrate joyfully
<b>Ko‘kka ko‘tarmoq</b>	To praise excessively
<b>Og‘zi qulog‘iga yetmoq</b>	To be delighted; to be overjoyed
<b>Tomdan tarasha tushganday</b>	To happen unexpectedly; out of the blue
<b>Burni ko‘tarilgan</b>	To be arrogant; to behave proudly

During the lesson, it is beneficial to inform students that several idiomatic expressions have synonymous or variant forms. For example, belni bog‘lamoq may also appear as astoydil kirishmoq ("to set about something with determination"); do‘ppisini osmonga otmoq has variants such as do‘ppisini osmonga irg‘itmoq ("to throw one's cap into the air"); and ko‘kka ko‘tarmoq is also used as osmonga ko‘tarmoq ("to exalt or praise excessively"). Such explanations help learners understand the variability and richness of phraseological units [15].

The use of phraseological units in discourse is inherently complex because they simultaneously convey phraseological and stylistic meanings. To develop learners' ability to use idioms appropriately in context, the following exercise is recommended.

## Task 2. Complete the Sentences

Choose the most appropriate idiomatic expression to complete each sentence.

Idioms:

- Yog‘ tushsa yalagudek
  - Mum tishlab qoldi
  - Ilonning yog‘ini yalagan
  - Tilidan bol tomardi
  - Yetti o‘lchab, bir kesdi
1. The room was \_\_\_\_\_ clean.
  2. Whenever Aziza spoke about Laziza, \_\_\_\_\_.
  3. Kamolov is a cunning man who \_\_\_\_\_.
  4. In this situation, he \_\_\_\_\_ before making a decision.
  5. Why are you silent? Speak up! Have you \_\_\_\_\_?

Answer Key

1. Yog‘ tushsa yalagudek
2. Tilidan bol tomardi
3. Ilonning yog‘ini yalagan
4. Yetti o‘lchab, bir kesdi
5. Mum tishlab qoldi

## Task 3. Warm-up Activity (Pantomime)

A short pantomime activity may be conducted during the lesson. The teacher demonstrates gestures corresponding to body-part idioms, while students identify the appropriate expression.

Examples include:

- Tapa sochi tik bo‘lib ketdi (to be terrified or shocked)
- Bu qulog‘idan kirib, u qulog‘idan chiqib ketmoq (to go in one ear and out the other)
- Burnini osmonga ko‘tarmoq (to act arrogantly)
- Yelkasining chuquri ko‘rinsin! (good riddance!)
- Ikki ko‘zi to‘rt bo‘lib kutmoq (to wait eagerly)

At this stage, students may also be introduced to the concept of somatic phraseological units, which are idioms containing the names of human body parts.

## Task 4. Phrase Assembly Competition

To reinforce learning, invite two students to the board. Provide them with mixed word cards prepared in advance. Their task is to assemble as many complete idiomatic expressions as possible within the allotted time.

Word Cards

oyog‘ini, kir, uchida, tilining, keldi, turmoq, saqlamoq, qo‘li, kovagida, olib, qidirmoq, kaltalik, qo‘liga, qildi, tirmoq, ostidan

The participant who correctly forms the greatest number of idiomatic expressions should be rewarded.

Homework

Students are assigned one of the following creative tasks:

- Draw illustrations based on the topic "Idioms Through My Imagination."
- Prepare a concept map (cluster) illustrating Uzbek idiomatic expressions and their meanings.

## Results

The study examined current practices in teaching idiomatic expressions in Uzbek language classes and analyzed their practical implementation. The findings indicate that merely explaining the dictionary meanings of idioms is insufficient for developing learners' communicative competence. More effective results are achieved when idioms are taught through contextual exercises, interactive activities, role-playing, matching tasks, and creative assignments, enabling students to incorporate them into active speech.

## Conclusion

The study of phraseological units broadens learners' linguistic competence and enriches their vocabulary. Teachers should guide students beyond the literal meanings of individual words toward understanding the figurative meanings conveyed by idiomatic expressions. This objective can be effectively achieved through systematic use of phraseological dictionaries, contextual learning activities, and communicative exercises. Consequently, learners acquire not only a deeper understanding of Uzbek phraseology but also greater confidence and fluency in using idiomatic expressions in authentic communication.

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