

A CONTEXT-BASED APPROACH TO TEACHING PHRASEOLOGICAL UNITS IN EFL CLASSROOMS

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Abstract: This article examines the importance of teaching phraseological units in context in teaching English as a foreign language. Since phraseological units often have a mobile meaning, studying them separately is difficult for students. Therefore, it is more effective to teach them through text, dialogue, and real speech situations. The article discusses the essence of the context-based approach, its advantages, and methods of its application in the classroom. It is also emphasized that this approach improves students' understanding of phraseological units and their correct use in speech. The results show that context-based teaching plays an important role in the development of phraseological competence.

Keywords: phraseological units, context, EFL, language teaching, idioms, communicative competence.

Introduction

Currently, the main focus in teaching English as a foreign language is on developing students' real communication skills. In this regard, phraseological units, that is, idioms, stable expressions, and ready-made speech units, play an important role in language learning. Because they reflect the naturalness, expressiveness, and cultural characteristics of the language[3]. However, it is these units that are one of the most difficult for students to master. In many cases, phraseological units are memorized separately, but their true meaning and place of application are not fully understood. For example, a student knows the translation of a phrase, but does not know when and in what situation to use it. As a result, these units are almost never used in speech or are used incorrectly. In modern methodology, teaching phraseological units in context is considered an important approach. In this method, phrases are given in a text, dialogue, or situations close to real life. The student understands their meaning through the situation and understands how to use them. This helps to consolidate knowledge [2].

A context-based approach develops not only understanding, but also application. Students begin to use phrases in their own speech, which increases their communicative competence. The purpose of this article is to demonstrate the effectiveness of teaching phraseological units in context and to substantiate it practically.

Methodology

This study attempted to investigate the usefulness of teaching phraseological units in context. A simple approach was chosen for this: students were divided into two groups. The initial level of both groups was almost the same, so it was easy to compare the results. With the first group, we worked in the usual way - that is, translating phrases, explaining their meaning and memorizing them. With the second group, we took a different approach: phraseological units were given in texts, dialogues and various situations. Students tried to understand the meaning themselves, looking at the phrase not separately, but within a sentence. Observation was conducted during the lessons: who was active, who was speaking, who was using the phrase - everything was taken into account. Also, tests were given at the

beginning and at the end. These tests checked not only whether the students knew the phrase, but also whether they could use it correctly.

Students were also asked for their own opinions. They told me which method was more convenient, which was more interesting. All this information was collected and analyzed. The study was not very complicated, but it was organized in such a way that it gave clear results: one group learned by memorization, the other through context, and the results were compared.

Results and analysis

The results obtained during the study showed that the context-based approach is significantly effective in teaching phraseological units. While at the beginning of the experiment the general level of knowledge of the students was almost the same, at the end of the lessons there was a clear difference between their results. This difference was especially evident in the process of understanding phrases and using them in speech.

Students who were taught on the basis of context began to understand and master the meaning of phraseological units, not just by memorizing them. Since they learned phrases through text, dialogue and various situations, they were able to clearly imagine where and how each phrase would be used. Due to this, they were able to use phrases naturally in the process of speaking. On the contrary, students who studied in the traditional way often knew the translation of the phrase, but had difficulty using it in a sentence. The analysis also showed that phraseological units learned through context are retained in students' memory longer. Phrases associated with the content are remembered faster and are more difficult to forget than simple memorized words. This makes the language learning process more effective.

According to the results of the observation, lessons organized on the basis of context significantly increased the activity of students. They spoke more during the lesson, sought to answer questions, and actively participated in completing assignments. In particular, dialogues and role-playing games attracted students and helped them to communicate. In this process, students were less afraid of making mistakes and tried to express their opinions more freely. Another important aspect is that the students' attitude towards the language also changed positively. The group taught on the basis of context rated the lesson as interesting and understandable. They perceived the process of learning phrases not as memorization, but as understanding and application. This increased their motivation. This approach helps the student to acquire the language naturally, transforming him from a passive learner into an active participant.

Discussion

The results showed that the context-based approach is effective in teaching phraseological units, but a deeper look at these results reveals that the issue is not only in the choice of method. In fact, the difference is manifested in how the learner perceives the language. In the traditional method, the learner memorizes the phrase, but does not fully understand the meaning behind it [4]. In the context approach, he understands the phrase in relation to the situation, which makes learning much easier.

During the discussion, it can be seen that phraseological units are different from ordinary words. Many of them have a figurative meaning, and understanding them through translation does not always give the correct result. Therefore, context plays an important role. When the learner sees the phrase in real speech, he understands and remembers its true meaning faster. This approach also activates the learner. He does not just listen, but also expresses his opinion, answers questions and enters into dialogue. This brings the process of language acquisition closer to natural. In particular, through dialogue and role-playing, students learn to use phrases in practice.

However, this approach is not always easy to apply. It requires more preparation from the teacher, and lesson planning becomes more complicated. In addition, some students may initially have difficulty adapting to this method, because they are used to memorization. Nevertheless, the results of the discussion show that the context-based approach is one of the most optimal methods for teaching phraseological units. It allows the student not only to know the phrase, but also to use it correctly and appropriately.

Conclusion

This study has shown that teaching phraseological units in context is effective in EFL lessons. Learning phrases through text, dialogue, and real-life situations helps to understand their meaning more deeply and use them correctly in speech. Students learn to use phrases in practice rather than memorizing them. The results of the study also showed that a context-based approach increases students' activity, involves them in communication, and helps them express themselves freely. As a result, their communicative competence develops and the language acquisition process becomes more natural. Of course, this approach requires more preparation and creativity from the teacher, but its effectiveness is worth it. In general, teaching phraseological units in context makes it easier, more effective, and closer to real life.

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