

TEACHING ENGLISH PHRASEOLOGICAL UNITS IN IMPROVING SPEAKING SKILLS

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***Abstract:** This article discusses teaching English phraseological units in improving speaking skills and it tells about some methods and teaching technologies of phraseological units to students who learn English as a foreign language*

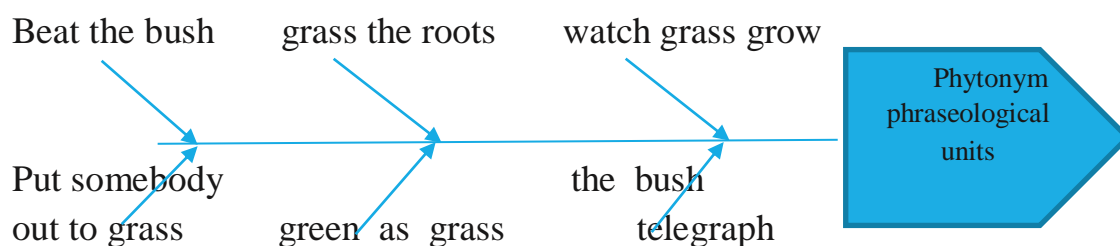
***Key words:** phraseological unit, The fish bone diagram, making a theme*

In the period of rapid development today's novelty is the old information for tomorrow. We can also see such phenomenon in the process of learning languages. If we want to learn a foreign language, then of course we will learn it quickly and easily with the help of various approaches and methods. In particular, if we teach English as a foreign language it will be expedient for us to learn it in stages on the basis of a certain section in our own. Especially the study of phraseological units of visual language is very interesting and make our views on the language more richer in content. We know that each language has its own stor of phraseological units, and they are formed and developed precisely under the influence of the traditions and of course the historical process of formation of the people who own that language.

According to A.V. Kunin, the phraseological unit is a fixed combination of words which fully or partially change their meanings[4.p.145]. Phraseological units help us to make our speech meaningfully and clearly. One of the main tasks of teaching English is to develop students' speech, strengthen their speaking skills, improve their ability to express themselves clearly. Enriching students 'speech means understanding words, phrases, lexical and grammatical meanings of sentences, their stylistic features, area of application [5.p.1].For this purpose many scientists and scientific researches on the teaching and learning of phraseological units of the English language have been working such as A.V. Kunin, V.N. Teliya, Natalia Zerkina , Nikolaevna Kostina and others.

One of them from Kazakhstan A. Yermekbayeva states that in teaching English phraseological units we can us some kind of approaches and methods such as making a theme, using picture to teach phraseological units, making a dialogue in small groups and guessing a game[1.p.2]. According to this we are able to use "The fish bon diagram" when we teach the subject of phraseological

units. So how do we do it? It's clear that phraseological units are built on the basis of certain component such as zoonyms, phytonyms and etc.



We can consider them in the examples and give what they mean:

1. **Beat the bush** – it means somebody is trying very hard to get or achieve something: *He was tired of beating the bushes for work*[2.p 54].

2. **Grass the roots** –the grass roots of an organization or movement are the ordinary people who form the main part of it, rather than its leaders: *The leadership has become detached from what's going on at grassroots level*[2.p.169]

3. **Watch grass grow-** if you say that watching smth is like watching grass grow you mean that it is extremely boring: *Some people say that watching cricket match is like watching grass grow*[2.p.169]

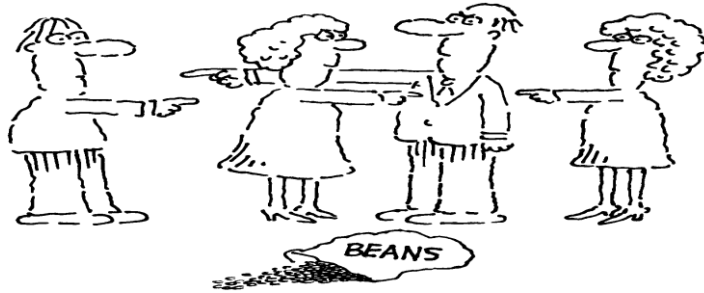
4. **Put somebody out to grass-**if somb is put out to grass, they are made to retire from that job:*The Prime-Minister refused to be put out to grass. Asked if he would quit, he replied "The answer is no!"*

5. **green as grass-**In B.E if you say that somb is as green as grass, you mean that they are inexperienced or naïve: *I was a newcomer to the sport, green as grass, but now I've had a chance to evaluate the costs for a season*[2.p.169]

6 **the bush telegraph-**if you talk about the bush telegraph you are talking about the way in which information or news can be passed on from person to person in conversation. It is used in B.E: *No, you didn't tell me, but I heard it on the bush telegraph*[2.p.54].

In addition, if we teach phraseological units through pictures, we can give give students some pictures and examples in which their meaning is expressed. It is very useful for visual learners. For example:

Spill the Beans-(reveal a secret)



*Did you know that Harry was going to take Kathy on a Caribbean cruise? Yes, I did. He was planning on surprising her with the tickets for their anniversary, but someone **spilled the beans**[3.p38].*

Lemon-something defective

*Have you seen Joanne's new car yet? Yeah. It looks good, but she's had nothing but problems with it. That's too bad. It sounds like she got a real **lemon**.[3.p.67]*



Out of the Woods- (out of danger)

Although Eric was well on his way to recovering from his bout with pneumonia, he was still not out of the woods[3.p.68].



In enriching students' speaking skills we must help them to apply the above phraseological units in their speech and for this purpose it is desirable of course to use the method of making a dialogue. For doing this, we should divide student's into small groups and give them the distribution materials on which phraseological units are written. And they will have to make a dialogue with the participation of the given phraseological units. For example:

GROUP A

Beat the bush

GROUP B

Out of the Woods

A:For taking a place at a

A:Doctor,please tell the truth!

university, I spent a lot of power and knowledge.	Will I be able to live?
B: I don't believe on you, you are beating the bushes because you have cheated during the exam.	B:Yes, I'm sure, you are out of the woods after having an operation

In conclusion, teaching English phraseological units helps a student to work on on his or her own knowledge, thereby further developing their speaking skills and deeper understanding of the language they are learning. What's more, it is to motivate learners to learn more and more and it helps to improve their communicative competences.

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