

## THE IMPORTANCE OF EDUCATING PHRASAL VERBS IN THE TARGET LANGUAGE

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One of the most challenging aspects of learning English vocabulary is developing native like proficiency of phrasal verbs in both spoken and written language. Phrasal verbs, similarly to other multiword units such as multi-word verbs, idioms and collocations often pose problems even for advanced learners especially those who learn English in a foreign language learning (EFL) situation in the classroom. The reasons for the notorious difficulty of mastering native-like use of phrasal verbs are manifold. Descriptive grammar books and research into avoidance in language learning suggest that some of the most decisive factors that may cause problems involve the structural grammatical features of phrasal verbs (e.g. word order), semantic features (e.g. the degree of transparency of meaning), or the fact that phrasal verbs may not exist in the learner's first language and therefore, they lack adequate strategies to recognize and process them. This problem is of much concern to language learners and teachers for the simple reason that phrasal verbs are a common feature of the target language.

Although the problematic nature of phrasal verbs and other multiword units in English has been demonstrated by several recent studies, it has also been generally suggested in most of them that language teaching and materials development does not appear to be informed by the research findings and that decisions about what to include in the syllabus "have usually been based on the author's gut-level impressions and anecdotal evidence of how speakers and writers use the language". Unfortunately, the number of students able to use phrasal verbs fluently is tiny. The reason could be the way phrasal verbs are taught - there is overemphasis on rote-learning, memorising long lists "verb+particle", "phrasal verbs and their definitions". It should be realised that the current approach to teaching phrasal verbs with almost no focus on communication is no longer appropriate. Some recommendations for making the communicative approach achievable have been derived from the present research.

To begin with, phrasal verbs can be grouped according to topics, which might facilitate their acquisition. Some possible group division might look like this: FOOD: boil over, chop up, cut down on, cut something out, dig in, dish food out, dish food up, eat in, eat out, get through food, serve up, tuck in/into; HEALTH: ask after somebody, black/pass out, break out in spots, come down with an illness, let up, pass away, throw up, wear off, go for a check-up, be/feel run down; TRAVELING: break down, drive off/away, drive on, fill a petrol tank up, go through traffic lights, knock somebody down, pull in/over, pull out, pull up, slow down, speed up; JOB: bog down, hire oneself out, huddle down, look up to, make up for, take on, turn set up, tie up, work out. Then the following tasks could be applied for explaining the meaning of phrasal verbs and their effective learning. Phrasal verbs could be taught through their synonyms - well-known verbs (break out=begin suddenly, bring out=to publish, call off=cancel, carry on=continue, come up with=find an answer, solution; be cut out for=be suited for a profession, do away with=abolish, fall for=fall in love with, fill in=complete, get away with=escape punishment, give away=reveal, go with=match; hold up=rob).

The following task develops grammar and sociolinguistic competences. Students are given a multiple choice test, read the options and use them in appropriate situations, afterwards students are asked to

personalize the sentences by replacing the subject or the object of the sentence by the names of their friends, schoolmates, family members, or famous people. This might make the sentence funny, amazing and unforgettable.

Paraphrasing is effective for developing strategic competence, and could be an exciting and motivating process through maintaining contact between students, when students play the so-called verbal ping pong: a student from one team says the original sentence. For example: The judge gave the thief a warning and allowed him to go unpunished, then a student from the other team transfers the sentence, using the appropriate phrasal verb - The judge gave the thief a warning and let him off.

A cloze test can also be applied to teaching phrasal verbs. Its advantage is obvious a cloze test develops thinking, language competence, teaches contextual, semantic linguistic prediction. We suggest a teacher start with providing students with help, for instance, doing cloze tests which focus on one particular thing, like a certain verb or a particle. This is followed by providing multiple or alternative options. Finally, hints leading to the correct choice might be notes for each gap, like called at my house, meet by chance, anticipate with pleasure, come and collect in a car, be very friendly. The benefits of the suggested techniques are enormous. Discrete tests enable students to learn a great number of verbs and particles, to process them easily and quickly, the use of discrete tests is inevitable at an early stage of learning and teaching phrasal verbs when the emphasis is on linguistic competence, discrete tests promote understanding, acquiring, remembering language units; discrete tests might encourage teaching monologue/dialogue; discrete tests form self-control mechanisms as well as anticipation, improve strategic competence.

In conclusion, we could say that it is possible to teach phrasal verbs creating positive effect on teaching English. The activities we suggest are communicative and humanistic; they promote teaching, learning, achievement, confidence, pleasure, interest, intrinsic motivation rather than monitoring, product obsession, failure, anxiety.

## **References**

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