

boshliqlariga oqizmay-tomizmay, miridan sirigacha aytib berdi. Ko'p o'tmay, yigitning qabilasi tomonida ham shunga o'xshash, faqat qiz tarafnikidan andak baland haykal qad rostladi. Taxminan, shuncha fursat oralatib, qizning sohilida uchinchi haykal paydo bo'ldi. Faqat u narigilardan balandroq va ko'rkamroq edi... Gapni cho'zib nima qildik, o'zingiz fahmlab bo'lganingiz kabi Orolida haykal o'rnatish musobaqasi boshlangan edi.

Har qaysi qabila o'z ulug'iga bag'ishlab haykal o'rnatardi. Haykal bo'lgandayam eng a'lo, eng raso toshdan, deng. Faqat, qurg'ur, uni o'rnatish uchun juda ko'p yog'och kerak bo'lardi. Chunki tosh boshqa, haykal o'rnatiladigan makon yana boshqa joyda joylashgani bois so'loqmondek og'ir yukni tashish faqat va faqat yog'och orqali amalga oshirilardi. Shuning uchun ham har ikki tomonda o'rmonlar shiddat bilan kesilardi..." [3]

Mana shu jihatga diqqat qilinsa, hikoyadagi neomifologik talqin yaxlitligi oydinlashadi. Orol, qabila, haykal uchligi insoniyatning azal-azaldan misqollab yig'ilgan qadriyatlarning ildiziga bolta urilishiga mantiqiy urg'u berilayotgani ko'rinadi. Mana shu qismat qarshisida kimo'zarga yashash instinktiga asoslangan jamiyat tutumlari mislsiz fojealikni keltirib chiqarishga yetaklaydi. Natijada bosqichma-bosqich oydinlasha borayotgan hikoya syujetida bugun uchun nondek aziz bo'lgan oliy muhabbatning yovuzlikka evrilish metamorfozasi dalolatlanadi. Adib bunday keskin va tragik vaziyatda ikkala qabiladan bir nafar o'g'il va bir nafar qizni syujet liniyalariga birlashtiradi. Ularning qo'llariga tushib qolgan muqaddas kitobni tushunishga, yangi hayot qurishga yetarli bo'lishi uchun asos sifatida namoyon qiladi. Hikoyada alal-oqibat baxtli bo'lish istagi, tafakkur va tuyg'uning qarshisida Ulug' Visol yaqinligidan shahodat beradi. Ular o'tmish va kelajakni shu zaylda tartiblashtirishga bel bog'laydi.

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FEATURES OF THE METHODOLOGY FOR TEACHING STUDENTS ENGLISH IDIOMS

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Idioms occupy an important place in English discourse, and students master this vocabulary at every stage of learning. This study is devoted to the methodological aspects of teaching students English idioms. The author examines approaches and methods of working with idioms in oral and written English and introduces the main types of tasks for the assimilation of these lexical units.

The lexical diversity of idioms allows them to be used to solve a number of tasks, such as developing speaking skills, expanding vocabulary, developing creative abilities, translating skills, and lexicographic skills. Modern methods of teaching foreign languages require the use of approaches that not only form a specific competence in the language but also expand the general horizons and cultural level of students. In the process of learning English idioms, students use their versatile abilities to compare idioms with Russian idioms, as well as to explore the history, customs, and traditions of the country of the language being studied. At the same time, students develop universal moral values and form a view of the world around them in all its diversity. This is the importance of this article.

Idioms play an important role in learning English and are often used by native English speakers. A.V. Fedorov notes that the "literal untranslatability of idioms," which is often pointed out as one of the main features of idioms, is not a problem since idioms lose their literal meaning even for native speakers [1; 220]. This is the case not only in English but also in Russian. Idioms can be used orally

or in writing to summarize the consequences of various events in life or to briefly describe a person's character, customs, and traditions of a particular country or region. Idioms can also serve as a guide to action and a way to solve life's problems. Many idioms are based on real experience and accumulated knowledge about human nature. They are the result of repeated observations of human behavior. Therefore, in many cases, idioms serve as a kind of reference material. This determines the importance of learning idioms.

In many works on the theory of translation, idioms are classified according to various criteria. V. V. Vinogradov divides most idioms into ordinary grammatical classes or parts of speech [2]. Some idiomatic expressions are typical verbs: to fall back on (прибегнуть к помощи), to get through with (разобраться с). Most idiomatic expressions are nouns, adjectives, and adverbs. Phraseological expressions, called lexical idioms, belong to one of the usual grammatical classes. The second main group of idiomatic expressions are verbal expressions; this group includes various parts of speech: for a rainy day (на черный день), shoot the breeze (болтать о пустяках). The peculiarity of this group is that such idiomatic expressions must be translated by a group of words.

The English language training program for students does not always include the study of idioms. As a rule, very little time and attention is paid to this aspect, because the work program is so full of grammatical materials and the study of the lexical minimum that there is not always enough time to work out such speech turns.

Teachers are often faced with the fact that students simply do not see the meaning, importance, and generally the need to study these incomprehensible, at first glance, phrases. In this case, it is necessary to convey to students why the use of idioms is so relevant and why they cannot be dispensed with. It is important that in English, idioms are present in all functional styles to varying degrees, even in scientific and official styles, and in larger quantities than in Russian. In the scientific research of linguists and linguodidactics, some of the publications are devoted to various aspects of teaching and learning idioms. Thus, part of the work is devoted to the study of idioms as an effective way to replenish vocabulary in English in order to master professional communicative competence [3]. In particular, V.E. Borisenkova and M.P. Storozhenko pay attention to the use of idioms and other colloquial universals to make written speech more emotional [4].

Despite numerous studies on linguodidactics, the question remains how to make the process of learning idioms effective, functional, and interesting for both students and teachers. During the preparation of the article, an analysis and forecast of the effectiveness of the method below were carried out.

We concluded that productive study of idioms is possible if we adhere to a comprehensive methodology that systematically includes working with idioms in a foreign (English) language course:

1. Division of idioms by subject, which will greatly facilitate memorization;
2. Learning through the search for analogs in the Russian language;
3. Mastering idioms in context to understand in which situation it would be appropriate to use one or another expression;

As part of this approach, we have developed several exercises that allow you to quickly and effectively learn English idioms with subsequent application in written and oral speech. The analysis of various types of exercises leads us to the conclusion that it is necessary to select idioms, strictly dosing the amount, since it is easiest to synchronize idioms in memory for a long time in an associative way, that is, you need to perform different types of tasks to use the same idioms.

Below are excerpts from a set of author's exercises in which selected idioms are output into speech (in our example, 5 idioms):

In the lap of the gods – счастливый случай, удача
(As) white as sheet – бледный как полотно
To thank one's lucky stars – благодарить судьбу
In the twinkling of an eye – в мгновение ока
A big cheese/gun/noise/shot/wheel – большая шишка

In Exercise 1, students are asked to translate the text, correctly interpreting the meaning of the idioms included in it, by searching for analogs in Russian. By performing the exercise below, students are introduced to a new list of idiomatic expressions for the first time, so it is important to make sure that the idioms are translated correctly. After the assignment is completed and verified, it is rational to instruct students to give several oral examples using new idioms to consolidate the material.

Exercise 1

Translate the text and find Russian equivalents.

In the lap of the gods

After the accident, James looked as white as a sheet. Everybody was totally in the dark about what was going on. He was nearly hit by the bicycle. He thanked his lucky stars that, in the twinkling of an eye, the driver hit the brakes. The man appeared to be a big noise for whom James worked. Mr. James always seemed to land on his feet, so he promised to promote him to a higher position. When James came to his senses, he pulled himself together, saying that in his heart of hearts he had been dreaming of this position for all his life and promised to work by sweat of his brow.

The complex also provides other exercises (for example, composing dialogues and situations and commenting on statements using specific idioms). Such exercises show high results in students mastering idiomatic expressions with their regular use, as well as the periodic return and revision of already learned idioms.

Programs in the discipline "Foreign (English) language" should, in the part where the study of lexical minima is prescribed, provide for both the selection and the study of this lexical material. This approach is especially effective if idioms in all aspects are studied systematically and their minimum is also highlighted, followed by mandatory assimilation in the specified course.

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TYPES OF ENGLISH DICTIONARIES

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Dictionaries are limited in their purpose and scope. The first relevant distinction is between a general and a special (specialized) dictionary. The general dictionary comes closer to the ideal dictionary (the one that represents the whole lexicon). The data that it is based on commonly take the form of a general purpose - corpus. Its most general functions are the following:

- The dictionary provides information on parts and aspects of the lexicon of one language.

This is a monolingual dictionary.

- The dictionary provides help in translating between languages. This is a bilingual dictionary.

•The dictionary deals with translating more than two languages. This is a multilingual dictionary.

General dictionaries contain multi-aspect word description (e.g. explanatory dictionaries), represent the vocabulary as a whole with a degree of completeness depending upon the scope and